

Kati Peltonen (ed.)

Well-being and Regenerative Growth

Annual Review **2017**



The Publication Series of
Lahti University of Applied Sciences, part 35

Kati Peltonen (ed.)

Well-being and Regenerative Growth

Annual Review 2017

LAMK

Lahden ammattikorkeakoulu
Lahti University of Applied Sciences

The Publication Series of Lahti University of Applied Sciences, part 35

Editor-in-chief: Miia Willman

Layout: Anna Räikkönen, Ankara Design Oy, Zora Ristikankare, Mainostoimisto SST Oy

ISSN 2342-7507 (PDF)

ISSN 2342-7493 (print)

ISBN 978-951-827-280-2 (PDF)

ISBN 978-951-827-281-9 (print)

Printed by: Grano Oy, 2018



Contents

About the Authors	8
Kati Peltonen	
Foreword: Well-being and regenerative growth – from goals to practice	11
Niina Ihalainen	
Let's go into the forest - Päijät-Häme nature offers regional well-being	16
Eeva Aarrevaara, Paul Carroll and Paula Salomäki	
The Salpausselkä Geopark Project: enhancing protection of a valuable geological area, regional business development and environmental education, as well as international visibility and geotourism – preliminary project	24
Eeva Aarrevaara, Paul Carroll, Paula Salomäki and Kati Komulainen	
Towards a global geopark in Salpausselkä – the Salpausselkä Geopark Project continues	32
Eeva Aarrevaara and Sari Niemi	
Cultural identity in Vääksy – reviewing the state of the cultural environment and citizen activity	38
Minna Kuvajainen	
On the move! – physical activity counselling for groups	48
Helena Hatakka & Tarja Kempe-Hakkarainen	
Olopiste - a well-being service for the long-term unemployed and a learning environment for social services students	56
Marja Kiijärvi-Pihkala & Evelina Liski	
OSSI - Skills Up project to promote immigrants social inclusion	62
Ari Hautaniemi	
Promoting social capital through grassroots radio	68

Pirjo Tuusjärvi	
Dynamic co-operation and networking in the Päijät-Häme social welfare and health care sector	74
Anne Timonen	
Networking social welfare and health care businesses -project - anticipating and preparing for the social welfare and health care reform in 2020	82
Eveliina Kivinen	
Developing Simulation Pedagogy in Higher Education – Training competent nursing simulation educators	90
Johanna Tarvainen	
Developing Social and Health Care Curricula together with Caring Society (CASO): Building Communities, Social Inclusion and Health Development	98
Sari Niemi ja Marja Kiijärvi-Pihkala	
The Voice of Good Working Life	106
Ilkka Väänänen & Paula Harmokivi-Saloranta	
Working capacity and productivity training	110

About the Authors

Aarrevaara, Eeva D Sc(Arch.) works as a principal lecturer at the Faculty of Technology in Lahti University of Applied Sciences. Her main interests are urban-rural development, climate change effect in environment and cultural heritage. She works with several RDI projects.

Carroll, Paul, MSc (Env. Tech.), is a lecturer and tutor at Lahti University of Applied Sciences, Faculty of Technology, especially in the Master's Degree Programme in Urban Sustainability. He specialises in integrating practical cases from the public and private sectors into learning units, which is facilitated by relevant RDI project participation.

Hatakka, Helena Lic.Ed. works as a principal lecturer at the Faculty of Social and Health Care in Lahti University of Applied Sciences. Her interest is especially in social services higher education learning environments

Harmokivi-Saloranta, Paula M.Sc. (Sport and Health Sciences), works as a senior lecturer at the Faculty of Social and Health Care at Lahti University of Applied Sciences. Her interests are physiotherapy and health enhancing physical activity.

Hautaniemi, Ari M.Sc. (Soc.) works as a development manager at Lahti University of Applied Sciences, Faculty of Technology and as a project manager in the Kortteliradio –project. His main research and development interests are student and community radio, organizational cultures, sociology of work and entrepreneurship and games industry.

Ihalainen, Niina M.Soc.Sc., MBA, Research, Development & Innovation Specialist at Lahti UAS, Faculty of Social and Health Care. Experienced in Communication and Marketing, Project Management, and Business Development.

Kempe-Hakkarainen, Tarja M. Sub.(Educ.), Advisor, A specialist vocational teacher. Works as a senior lecturer at the Faculty of Social and Health Care in Lahti University of Applied Sciences. Her interest is in social services education especially social inclusion, social pedagogy and youth education.

Kiijärvi-Pihkala, Marja M.A. (Educ.) works as a Research & Development & Innovation (RDI) Specialist at Faculty of Social and Health Care at Lahti University of Applied Sciences. Her main interests are social inclusion, multicultural work and NGO's, especially in the field of youth work and health promotion. Her core competences are project planning, project evaluation and stakeholder relationships.

Kivinen, Eveliina MSc (Ed), RN, Nursing Degree Programme Coordinator, Senior Lecturer at Lahti University of Applied Sciences in Faculty of Social and Health Care. Her main expertise areas are development of nursing education, mentoring and clinical nursing guideline development. Her research interest is critical thinking development and simulation in higher education.

Komulainen, Kati M.Sc. (Env. Sci.), works as an RDI specialist and the project manager of Salpausselkä Geopark Project at Lahti University of Applied Sciences, Faculty of Social and Health Care. Her main interests include sustainability and the effects of nature on well-being.

Kuvajainen, Minna M.A. (Educ.) works as a lecturer at the Faculty of Social and Health Care in Lahti University of Applied Sciences. Her main interests and core competences are drama pedagogy, art-based learning methods and mindfulness.

Liski, Evelina M.A. (Educ.) works as a Research, Development & Innovation (RDI) Specialist at Faculty of Social and Health Care at Lahti University of Applied Sciences. Her main expertise areas are Finnish language teaching as a second language, guidance for migrants and foreigners and multicultural work in general.

Niemi, Sari M.Sc (Soc.), works as a RDI specialist and project manager at Lahti UAS, Faculty of Business Studies. Her main fields of expertise include working life development, resilience and complexity but also her interests are rural development and social sustainability.

Peltonen, Kati PhD (Econ.), M.Sc (Educ.), works as a Research, Development & Innovation (RDI) Director for Wellbeing and Regenerative Growth focus area at Lahti University of Applied Sciences. Her main research and expertise areas are entrepreneurship and entrepreneurship education, development of professional competences and self-and team-efficacy as well as team learning and team teaching.

Salomäki, Paula B. Sc. (Milieu Planning), works as a teacher at the Faculty of Technology in Lahti University of Applied Sciences. Her main expertise areas are landscaping and urban planning, environmental geotechnology and rehabilitation and management of watercourses.

Tarvainen, Johanna (M. Soc.Services) works as International Relations Coordinator at Lahti University of Applied Sciences. Her main expertise areas are higher education internationalisation and project management.

Timonen, Anne works as a RDI Specialist at the Faculty of Social and Health Care in Lahti University of Applied Sciences. Her qualification area is Business Administration and she is expertised in business development, innovation and entrepreneurship based projects and project management.

Tuusjärvi, Pirjo M.Sc (Econ) works as a Research & Development & Innovation (RDI) Specialist and project manager at Lahti UAS, Faculty of Social and Health Care. Her main expertise areas are knowledge management, business ecosystems and promotion of innovativeness in the information society. Also Regional Development as well as the promotion of well-being and health, fall into her areas of interest.

Väänänen, Ilkka (PhD) Senior Researcher at Lahti UAS, Faculty of Social and Health Care. His main research and expertise area is health enhanced physical activity.

Kati Peltonen

Foreword: Well-being and Regenerative Growth – from goals to practice

Well-being and regenerative growth is one of the four thematic focus areas at Lahti University of Applied Sciences (Lahti UAS). Well-being is a growing area of research and development, covering a broad range of topics and perspectives. Due to this multilayered nature of well-being, the question of how to conceptualise it in an unambiguous way remains unanswered. Nowadays, well-being is understood as a multidimensional construct tackling wide-ranging issues. According to the World Health Organization (WHO, 1946), the concept of well-being encompasses the physical, mental and social dimensions of health. More holistic approaches linking well-being to the quality of life have also been presented. WHO's definition from 1997 states that quality of life is "a broad ranging concept affected in a complex way by the person's physical health, psychological state, personal beliefs, social relationships and their relationship to salient features of their environment" (World Health Organization, 1997). In sum, these areas of well-being are strongly linked with each other, and thus form an image of a person's overall well-being.

The idea of regeneration, which refers to something growing again, originates from biology. Nowadays the use of this concept is

increasing in the discussions about well-being. In other words, regenerative growth can be seen as a comprehensive process, which aims to tackle a combination of social, economic, physical and environmental issues, especially focusing on such areas of disadvantage or decline where improvements cannot be delivered by the market forces alone. Therefore, regeneration is about people, business and places, and its overall aim is to improve the quality of life for people.

The concepts of well-being and regenerative growth are strongly interwoven. Individuals with high levels of well-being are more creative and productive at work and are more likely to contribute to their communities (e.g. Hubbert, 2017; Ryan & Deci, 2000). Therefore, the importance of both of these issues is also highlighted in EU-level policies, such as The Europe 2020 strategy (European Commission, 2010), which underlines that keeping people healthy and active for longer has a positive impact on productivity and competitiveness. Well-being and health care sectors also create jobs and provide increasing opportunities for new businesses.

The growing number of older people poses many challenges for EU countries in terms of increased health care expenditure caused by chronic diseases and health problems.

Promoting active and healthy ageing and personalised health care as well as developing innovations that enhance well-being in various ways, finding new interventions for health prevention and new cures for health conditions, are key elements in tackling these challenges. In addition, it is crucial to put emphasis on improving the expertise and skills of qualified health care professionals in order to provide evidence-based and high-quality well-being and health care services.

Following these guidelines, the Well-being and Regenerative Growth focus area promotes regional well-being and generates regional economic and social growth holistically by developing competence, processes and operational models together with working life and in collaboration with public and private sectors as well as with the NGOs. Healthy, resilient and empowered individuals, organisations and communities in a complex, dynamic and digital world are at the core of this focus area.

The Well-being and Regenerative Growth Annual Review 2017 is the second in a series of publications launched in 2015. In essence, the purpose of this journal is to inform the reader about various well-being projects that have been carried out through the development projects by Lahti University of Applied Sciences in 2017. In this review, experts from the Faculty of Social and Health Care, as well as the Faculty of Technology and the Faculty of Business and Hospitality Management, present several

exciting ongoing or recently finished research and development projects in the field of well-being and regenerative growth and open up the concrete actions and results achieved through the multidisciplinary collaboration in these projects. The articles are classified in four parts, representing the key research and development themes of the Well-being and Regenerative Growth focus group, namely well-being from nature and health-enhancing physical activity, strengthening social inclusion, entrepreneurship and service development in the social and health care sector and competence development and well-being at work.

The first part of this publication highlights the importance of nature environment and health-enhanced physical activity for people's physical, mental and social well-being. The article by Niina Ihalainen describes the various opportunities nature environments offers for well-being services and tourism and opens up the activities carried out to communicate these opportunities to inhabitants and visitors. This is followed by articles written by Eeva Aarrevaara, Paul Carroll and Paula Salomäki, as well as Kati Komulainen, which illustrate the significance and various phases of planning the Salpausselkä Unesco Global Geopark. The third article written by Eeva Aarrevaara and Sari Niemi describes the importance of cultural environment to citizens' social well-being and cultural identity. After this, Minna Kuvajainen illustrates how the value and acceptance-based approach and group-based

exercise counselling activates individuals and families to take care of their physical well-being.

The second part focuses on various ways to promote social inclusion in Päijät-Häme. Social inclusion, as well as its counterpart social exclusion, are multidimensional phenomena. The reasons behind social exclusion are numerous and intertwined, but in general, it refers to inequality in society faced by disadvantaged or minority groups. The promotion of social inclusion covers a wide range of acts aiming to improve the participation of these groups in education, working life and in society. The number of long-term unemployment people in the Päijät-Häme area, especially in Lahti, is the highest among large cities in Finland, compared to the average national unemployment rate. Those who fall out of the job market or education are at a high risk of poverty and other difficulties in life management. The article written by Helena Hatakka and Tarja Kempe-Hakkarainen describes the role of Olopiste in enhancing social well-being and the quality of life of long-term unemployed people. The number of asylum seekers and immigrants is increasing in Päijät-Häme. The article written by Marja Kiijärvi-Pihkala and Eveliina Liski opens up the innovative operational model developed for refugees and immigrants in the OSSi project. Social inclusion is strongly linked to regional cohesion and sense of belonging. Ari Hautaniemi's article about Grassroot radio portrays how a student radio station can be

used as a method and a tool to enhance social capital and community participation of citizens of diverse ages.

The third part of this publication focuses on entrepreneurship and service development in the social and health care sector. A social welfare and health care reform, which enters into force in the beginning of 2020, aims to speed up access to services as well as to improve the quality and cost-effectiveness of services. The reform will considerably change the operating environment of public and private social and health care organisations as well as ways to produce social and health care services. The reform also provides new opportunities for business related to well-being. The articles written by Pirjo Tuusjärvi and Anne Timonen present two development projects, which offer networking and coaching for well-being and social and health care companies and support the companies' readiness to operate successfully in a new situation.

The last part of the publication focuses on competence development in the social and health care sector and well-being at work. Highly competent professionals are key players in enhancing people's health-related behaviours and the health status of communities. Therefore, it is equally essential to continuously develop health care education and adopt new learning methods. The article written by Eveliina Kivinen presents the iSPAD project and explains how simulation learning can be applied in nursing

education. This is followed by an article from Johanna Tarvainen, which describes the Caso project, which aims to renew health education in South Africa and provides further training for healthcare professionals, especially focusing on preventive health care and health-enhancing physical activity. The latter is also an essential factor in the promotion of well-being at work. The article written by Ilkka Väänänen and Paula Harmokivi-Saloranta presents a development project focused on metal engineering companies and opens up the role of physical activity in maintaining and increasing productivity and well-being at work.

I would like to warmly thank all of the authors for their contribution to this publication and wish all the readers pleasant moments with these articles. I hope that the examples given in this publication provide insights on how Lahti UAS promotes well-being on an individual, regional and global level in co-operation with other partners and stakeholders.

In Lahti, 16th November, 2017

Dr. Kati Peltonen, Research, Development and Innovation (RDI) Director, Well-being and Regenerative Growth focus area.

References

European Commission (2010). Europe 2020. A European strategy for smart, sustainable and inclusive growth. Available at: [http://ec.europa.eu/eu2020/pdf/COMPLET EN BARROSO 007 - Europe 2020 - EN version.pdf](http://ec.europa.eu/eu2020/pdf/COMPLET%20EN%20BARROSO%20007%20-%20Europe%2020%20-%20EN%20version.pdf). Cited 16.11.2017.

Hubbert, F.A. (2017). Challenges in Defining and Measuring Well-being and Their Implications. In Mathew A. Whitne, Gavin R. Slemp & A. Simon Murray (Eds.) Future Directions in Well-Being. Education, Organizations and Policy. Springer, pp- 163-168.

Ryan, R.M. & Deci, E.L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55, 68-78.

World Health Organization (1997). WHOQOL Measuring Quality of Life. Geneva: World Health Organisation.

World Health Organization (1946). Constitution of the World Health Organization. Available at: http://www.who.int/governance/eb/who_constitution_en.pdf. Cited 10.11.2017.

PART 1:
WELL-BEING FROM
NATURE AND
HEALTH-ENHANCING
PHYSICAL ACTIVITY

Niina Ihalainen

Let's go into the forest - Päijät-Häme nature offers regional well-being

The health and well-being benefits of nature and growth in the tourism sector have recently been receiving a great deal of attention in public discourse. Tourism growth is largely based on the attractiveness of our nature (Sitra 2013a). Finland has been profiled as a beautiful, attractive country for tourism. Internationally, we are ranked among the top tourism countries in the world. (Ministry of Economic Affairs and Employment 2016.) The global well-being and nature tourism trend also provides an excellent opportunity for growth and well-being in Päijät-Häme. Natural features shaped by the forces of the Ice Age, Salpausselkä, extensive and pristine waterways, and diverse forests offer an environment that is truly unique in terms of its natural value.

The primary objective of the Mennään metsään (Let's go into the forest) project, which is funded by the European Agricultural Fund for Rural Development (EAFRD) and co-ordinated by the Lahti University of Applied Sciences (LAMK) Faculty of Social and Health Care, is to develop a network of high-quality outdoor recreation routes in co-operation with the municipalities of Päijät-Häme and other project partners. Development of such an outdoor recreation route network involves services and actors in both the public and private sectors. The project

will produce communications and marketing materials, photographs and videos as well as design outdoor packages for independent tourists. These kinds of packages raise the profile of the region's magnificent nature and hiking sites, thus promoting nature and well-being tourism within Finland and abroad. (LAMK 2017.)

National and regional strategies for nature and tourism are geared toward achieving growth in nature and well-being tourism as well as the more diverse use of forests. In Finland, natural resources are primarily used for raw materials to this day (Sitra 2013a). The goal is to preserve the diversity and recreational use of nature as well as make more diverse use of nature in business enterprise, developing new products and services centring around forests. (cf. Ministry of Agriculture and Forestry 2015: National Forest Strategy 2025; Ministry of Economic Affairs and Employment 2015: Roadmap for growth and renewal in Finnish tourism for 2015–2025) Nature is an integral part of the strategic tourism programmes co-ordinated by Visit Finland. One of these national development programmes is Outdoors Finland, whose aim is to promote the internationalisation of micro-enterprises and SMEs and develop the quality and experiential character of nature and outdoor recreation route

**Figure 1. A beautiful
view of a lake-studded
landscape from the top
of Kammiovuori Hill in
Sysmä, the second highest
point in Southern Finland
(Photo: Eetu Linnankivi)**



sites. (Visit Finland 2017.) Another contributor to these efforts is the Mennään metsään project, which is responsible for developing nature and well-being tourism in Päijät-Häme.

Nature has a considerable influence on the national economy and health. The positive impact that a verdant natural environment has on human health has long been known. Studies confirm that a natural environment plays a major role in promoting both physical and mental health. Not only does nature improve one's mood, it also maintains and promotes health and well-being comprehensively. (Tourula & Rautio 2014, 26, 34.) Researchers also believe that humans have evolved to feel more at ease

in sheltered environments with an ample food supply. Lush vegetation and close proximity to water have always meant food and shelter. Our cells still retain this "memory", even though we live in urban environments and cities. The stress-alleviating effect that green spaces have on us often occurs subconsciously and very quickly. (Sitra 2013b.)

Networked and multisectoral co-operation

The costs of travel have gone down and the constant demand of tourists for new experiences provides new opportunities for the development of nature tourism, service



Figure 2. A peaceful green atmosphere on Juustopolku trail in Heinola – the forest does a body and mind good in a short space of time (Photo: Iida Hollmén)

productisation and growth. With the advent of digital communications and marketing, the entire global market is more open and accessible than ever before. (Anholt 2007,19-20.) A typical aspect of tourism services is that tourists do not just purchase a single service or product, but rather service packages, which consist of several different components (Moilanen & Rainisto 2009, 113).

The growing demand for tourism and well-being services and different nature-based services requires a networking approach. It is important that service providers, municipalities and other parties work in close co-operation for the benefit of the entire region. An interesting, experiential and functional service offering entices tourists to spend several days in the region, which is good for everyone.

The Mennään metsään project has been carried out in multisectoral expert and student networks as well as project partner networks, which is an indication of the diverse range of expertise and agency required for the development and productising of nature and well-being tourism. Below is a description of the project events organised and measures taken for the promotion of nature and well-being tourism in the region during 2017.

Story-based service design helps operators stand out from the crowd

Two workshops on story-based service design were held in March. LAMK students of Service Management and regional tourism operators participated in the workshops, which were led by Anne Kalliomäki of Tarinakone. The main idea behind story-based service design, or storification, is to create a convincing story

experience. Storification requires a unique and experiential core story, which steers operations and leaves an indelible impression on the customer. An existing narrative is typically used in storification - something which is unique and meaningful, but has never been showcased. Story elements can be found in such things as objects, landscapes, lyrics, poetry and sayings. Different story elements serve as the basis for creating a core story. (Kalliomäki 2017.)

The Mennään metsään project has produced a video on the idea of storification and story elements found in the Päijät-Häme coat-of-arms. The coat-of-arms bears the image of Vellamo, the Finnish goddess of water, lakes and seas, and a cuckoo. Vellamo is a benign and highly esteemed water deity, and the cuckoo serves as a messenger in Päijät-Häme. The video also presents Mielikki, wife of Tapio, King of the Forest. Päijät-Häme is the gateway to Finnish Lakeland and home to a wide range of forests. Thus, Vellamo, as the symbol for water, and Mielikki, as the symbol for forests, represent the geographic features and unique natural value found in Päijät-Häme: a diverse lake and forest landscape shaped during the Ice Age. As there was no need to come up with any new story elements, the objective was to focus on the existing ones.

Going wild in the spring to celebrate Finland's centenary

Aurinkovuori Hill at Asikkala and Pirunpesä Gorge at Hollola were the sites of the Villiinny keväästä (Go wild in the spring) event, which was held on 20 May in honour of Finland's centenary. The warm and sunny weather drew nearly 100 children and adults to savour the joy of spring and nature's re-awakening. Finnish Nature Days



Figure 3. Mielikki, goddess of the forest and healer, and her family near Pirunpesä Gorge at Tiirismaa in Hollola (Photo: Karoliina Redsven)



Figure 4. Angling at Aurinkovuori Hill in Vääksy (Photo: Karoliina Redsven)



Figure 5. Building birdhouses (Photo: Karoliina Redsven)

were held on four days in 2017. The goal was to get Finns out into nature on at least one day to celebrate Finland's 100 years of independence. (Nature Days 2017.)

Some twenty students participated in planning and executing the Villiinny keväästä event, and all the fields of study at LAMK were represented. Service Management students were responsible for event marketing and arrangements. Social services and environmental engineering students organised educational checkpoint courses and physical activities for the whole family. A photography student from the Institute of Design was on hand to commemorate the event. Nature Day was a pleasant way to spend time together and enjoy nature.

Profile raising and productising enhance the region's attractiveness

Photography students from the Lahti University of Applied Sciences Institute of Design produced a total of eight videos, which were commissioned by the Mennään metsään project. The areas to be developed in the Mennään metsään project and photographed in the summer are Lapakisto in Lahti, Tiirismaa in Hollola, Juustopolku and Ilvespolku trails in Heinola, Kammiovuori Hill in Sysmä, Aurinko-Ilves in Asikkala and Päijänne-Ilves in Padasjoki.

The unique videos enhance the region's attractiveness and help differentiate Päijät-Häme from Finland's other nature tourism sites. They also make it easier to find hiking and tourism sites in Päijät-Häme. The photography students from the Lahti University of Applied Sciences Institute of Design also photographed hiking trails in Päijät-Häme. They captured the

routes' beautiful forest and lake landscapes, vegetation and sharing happy moments and moods while hiking in the green heart of nature. The communications and marketing materials, photographs and videos produced in the project may be freely used by regional municipalities and businesses. The project also produced descriptions (in Finnish, English and German) of the routes being developed. These descriptions were added to the largest outdoor platform in Central Europe, Outdooractive.com (2017). This will also raise the profile of hiking routes and sites in Päijät-Häme as well as make them more easily accessible, by using digital communications and marketing on a global scale, which was referred to earlier.

In the autumn, three nature tourism development sessions were held for regional tourism actors and businesses throughout Päijät-Häme. The sessions were headed by Soila Palviainen, Managing Director of Entra Oy and a member of the Visit Finland Academy Coach Network. The services provided by various tourism and activity organisers were designed and productised for independent tourists into consolidated outdoor packages and brochure materials. Interesting service offerings and activities are used to attract more visitors to the region. LAMK students of business, tourism and technology also played a key role in the development of outdoor packages.

During the project, all the routes under development were renovated and improved, and agreements on permanent route maintenance were made with municipalities and other actors. Another objective of the project is to produce topographical information and guide sign content for the routes being developed, also digitally. The Digitaalisuus retkeilyreiteillä

(Digital tools for outdoor recreation routes) seminar was held in November for businesses, project organisations and others working with nature tourism development in co-operation with the DigiTrail project, which is co-ordinated by the Häme University of Applied Sciences (HAMK).

LAMK business students and the project director met with village association representatives and local residents to gather information and stories from the outdoor recreation routes. These stories will be used in, among other things, producing route-specific topographical information and guide signs.

All of the project goals and results described above serve to raise the profile of the region's excellent nature and hiking sites, thus promoting nature and well-being tourism in Finland and abroad. Furthermore, many Päijät-Häme residents might be surprised to find how many amazing outdoor recreation areas and sites there are right nearby. Indeed, one of the desired outcomes of the project is to get local residents out into the forest and take more advantage of the outdoor recreation opportunities offered.

Folk tales

How the islands on Lake Vesijärvi came to be

"Long, long ago, Hollo the giant began to fill Lake Vesijärvi with sand and stone taken from the ridges of Salpauselkä, lugging them by the sackload and pouring them into the lake. First, Enonsaari Island was formed, followed by Selkäsaari Island. The giant toiled mightily, lugging sack after sack to the lake without stopping for days on end. But, one day, the giant's sack split wide open while he was on his way, spilling the load of sand and stone on the ground near Nikkilä Hill. This formed a hill, which is still called Sokeritoppa ('Sugarloaf') to this day. Even though the splitting of the sack ended the giant's efforts, a large kettle hole had formed where he removed the sand and stone and can still be found today.

The rooster rousts the devil

"Long, long ago in Tiirismaa, there was a farm at Tiirismäki Hill, whose enormous rooster greeted each dawn with a screeching call at 5 o'clock sharp, each and every day. Living nearby, the devil of Pirunpesä was always very sleepy and grouchy in the morning - he did not appreciate being woken every day by the rooster's infernal racket. One day, the devil could no longer bear the rooster's endless screeching and he moved away. Thus, the devil left Pirunpesä for good, never to return.

References

- Anholt, S. 2007. Competitive identity: the new brand management for nations, cities and regions. New York: Palgrave Macmillan.
- Kalliomäki, A. 2017. Tarinallistaja. Tarinakone. Workshop materials 20 March 2017.
- Lahti University of Applied Sciences 2017. Mennään metsään. [Cited 9 Nov 2017]. Available: <http://www.lamk.fi/projektit/mennaan-metsaan/Sivut/default.aspx>
- Ministry of Agriculture and Forestry 2015. National Forest Strategy 2025 [Online document].
- Ministry of Agriculture and Forestry 6/2015. [Cited 9 Nov 2017]. Available: <http://mmm.fi/documents/1410837/1504826/National+Forest+Strategy+2025/197e0aa4-2b6c-426c-b0d0-f8b0f277f332>
- Ministry of Economic Affairs and Employment 2016. Rehn iloitsee: Matkailu hyvässä nosteessa. Press release 31 Oct 2016.
- Ministry of Economic Affairs and Employment 2015. Achieving more together – the Roadmap for Growth and Renewal in Finnish Tourism for 2015–2025 [Online document]. MEE Reports 2/2015. [Cited 9 Nov 2017]. Available: <https://tem.fi/documents/1410877/2735818/p+for+Growth+and+Renewal+in+Finnish+Tourism+for+2015%E2%80%932025.pdf/aaf8ecb3-1af2-4891-a62c-8b5078fed39b>
- Moilanen, T. & Rainisto, S. 2009. How to brand nations, cities and destinations: a planning book for place branding. New York: Palgrave Macmillan.
- Nature Days 2017. Come celebrate Nature Days. [Cited 9 Nov 2017]. Available: <https://www.luonnonpaivat.fi/>
- Outdooractive.com 2017. [Cited 9 Nov 2017]. Available: <https://www.outdooractive.com/en/>
- Sitra 2013a. Luonnonlukutaito: Luo liiketoimintaa vihreästä hyvinvoinnista. [Online document]. Helsinki: Erweko. [Cited 9 Nov 2017]. Available: <http://www.sitra.fi/julkaisut/muut/Luonnonlukutaito.pdf>
- Sitra 2013b. Vihreää hyvinvointia. [Online document]. Helsinki: Sitra and GreenCare Finland ry. [Cited 9 Nov 2017]. Available: https://media.sitra.fi/2017/02/27174340/Vihreaa_hyvinvointia-2.pdf
- Tourula, M. & Rautio, A. 2014. Terveyttä luonnosta. [Online document]. Oulu: University of Oulu Thule Institute, Metsähallitus and Oulu Region. [Cited 9 Nov 2017]. Available: http://www.oulu.fi/sites/default/files/content/Terveytt%C3%A4_luonnosta.pdf
- Visit Finland 2017. Kesäaktiviteetit – Outdoors Finland. [Cited 9 Nov 2017]. Available: <http://www.visitfinland.fi/tuoteteemat/kesaaktiviteetit-outdoors-finland/>

Eeva Aarrevaara, Paul Carroll & Paula Salomäki

The Salpausselkä Geopark Project: enhancing protection of a valuable geological area, regional business development and environmental education, as well as international visibility and geotourism – preliminary project

Background of the Geopark project

Global Geoparks are not as familiar as World Heritage sites to the general public and even to experts. According to UNESCO, there are currently 1073 cultural heritage sites out of which 37 are transboundary, 2 are delisted and 54 are evaluated to be in danger, 832 are cultural by character while 206 are natural. There are also 35 locations which are mixed in character, containing both cultural and natural values. These targets are situated in 167 different states or countries. The inventories and decisions dealing with cultural heritage sites are based on an international treaty called the Convention Concerning the Protection of the World Cultural and Natural Heritage, which was adopted by UNESCO in 1972. (UNESCO 2017a.)

In comparison, there are 127 UNESCO Global Geoparks in 35 countries. UNESCO

started co-operation with global geoparks already in 2001, and the First International Conference on Geoparks was held in Beijing, China, in June 2004. (UNESCO 2017b.) The geopark concept was also unfamiliar to North Americans, who have a long history of national, provincial and state parks; for example, the first national park, Yellowstone, was established as early as 1872. (Nowlan et al. 2010, 46.) The organisation of separate European geoparks started in 2000 when the European Geoparks Network was established. UNESCO used their co-operation model in launching the new Global Geopark Network (GGN). In 2009 the GGN had 63 members in 19 nations, including 34 in Europe, 22 in China, 3 in Japan, and one each in Australia, Brazil, Iran, and Malaysia. Since then the network has been growing steadily. (McKeever et al. 2010, 14.

A geopark is defined as a territory with geological heritage of international significance and a sustainable territorial development strategy. The sites should also have a connection with archeology, ecology, history and culture. All the sites should together form a network useful for walking routes and trails serving the local geotourism. The ultimate requirement for a geopark is to enhance the employment of local people by giving opportunities to act as guides, to sell products and services to the visitors and develop the environmental education and research dealing with the geopark. The demand for national and international co-operation between geoparks is usually carried out by participating in network activities like the European Geoparks Network or the Asia-Pacific Geoparks Network, which was founded in November 2007. (McKeever at al. 2010, 14-15.)

Rokua Geopark in Northern Finland was accepted as a global geopark already in 2010 (Rokua Geopark 2017). In Finland there are also three so-called aspiring geoparks, meaning those active in the process of preparing the application to UNESCO: Saimaa Geopark, Lauhavuori Geopark and Salpausselkä Geopark.

Salpausselkä Geopark – the preliminary project

Lahti University of Applied Sciences started the first geopark project in 2015 as a project in the social and health care sector, which already runs several development projects connected with nature and well-being, as well as nature-based tourism. The aim of the project was to identify the opportunities to establish a global geopark connected with the Salpausselkä ridge area in Southern Finland, especially in the Päijät-Häme and Uusimaa regions. A group

of municipalities were involved in the project, which was funded by the Rural Development Programme for Mainland Finland 2014-2020 in co-operation between the Uusimaa and Häme Centres for Economic Development, Transport and the Environment (ELY Centres). Experts from the Geological Survey in Finland (GSF) and the Finnish Geopark Network provided their knowledge base to be utilised in the project. In addition, a representative of Finland's highest forestry authority (Metsähallitus) participated. (Räsänen & Aarreaara 2017, 7.)

The first project concentrated on the question of what types of requirements a global geopark must fulfil. One big question was the definition of the intended geopark area, for which GSF made its own suggestion. This has been discussed and changed during the project and there might still be a new evaluation before making the final decision about the area. Co-operation with other aspiring geoparks in Finland was started and international experiences were collected at the UNESCO conference in Torquay, England in September 2016. Here many of the central challenges related to standing out among the different geoparks proposed in Finland became evident. At the same time, interesting observations were made on what types of factors are valued and actively marketed by existing members of the UNESCO Global Geopark Network. The visual appearance of Salpausselkä Geopark was introduced in the conference in the first project brochure.

According to Nenonen, Kananaja and Nenonen (2017, 13-15) Finland, as in the case of other countries with global geoparks, established a national committee for geoparks in 2013. The members of the committee are from the Ministry of the Environment, the Finnish



National Committee for UNESCO, the Geological Survey in Finland, Visit Finland, Metsähallitus and Rokua Global Geopark. For the application of global geopark status an aspiring geopark must fulfil four essential requirements:

- valuable geological heritage
- active management system
- sufficient visibility
- co-operation with other geopark areas

In the preparation process and in the international evaluation process the expertise of geologists is essential. They prepare the definition of the area and its scientific description, as well as further inventories in the area and geosites, like examples in Figures 1 and 2. (Nenonen et al. 2017, 14)

Figure 1. Pirunpesä in Tiirismaa.
(photo by Kati Komulainen)



Figure 2. Pulkkilanharju esker in Lake Päijänne. (photo by Municipality of Asikkala)

The geological survey in the preliminary project phase included a larger area between the first and the second Salpausselkä ridges, including the Hankoniemi cape and ending east of the city of Lahti, in the region of Kymenlaakso. In the geological report of Salpausselkä Geopark, it was emphasized that the Salpausselkä ridge is internationally the most recognised geological formation in Finland. The ridge was formed as a result of the sudden climate change during the Ice Age period, 11600-12800 years ago. The climate suddenly turned remarkably colder and the edge of the ice stopped for a longer time in the place where the Salpausselkä ridge is situated today. (Kananoja 2017, 55-56, 63-64.)

Geologist Tapio Kananoja also concluded that the report area in the preliminary project was too large and might negatively affect the opportunities to pass the application process. For this reason, the suggestion was made to limit the area, and concentrate on the region of municipalities of Lahti, Hollola, Asikkala and Heinola. The possibility to include the Lake Päijänne National Park in the north should also be examined. The new area is presented in Figure 3. (Kananoja 2017, 63-64.) In this phase there was also an idea that the geopark could include geosites also outside the official limits of the area. Later this idea was found to be unrealistic.

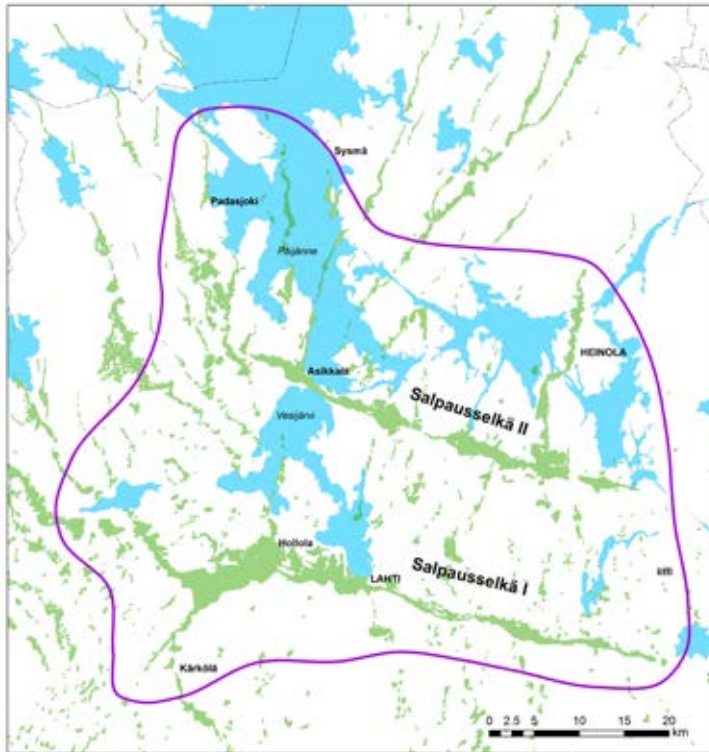


Figure 3. The suggested area for Salpausselkä Global Geopark (Geological Survey of Finland 2017).

Student projects and environmental education involved with the Geopark project

At Lahti UAS, there were several student projects and theses connected with the preliminary project. Master students from the Faculty of Business and Hospitality Management interviewed ten entrepreneurs using the Rokua

Geopark label and benefitting from the co-operation with the geopark. In the memorandum of the geopark, one main goal was to increase the tourism based on the nature of the area. Enterprises are getting more benefits from marketing when they co-operate under the geopark label and their visibility has increased. The condition is that the products and services fit together with the geopark's values. According

to Humanpolis, which is responsible for the management of the geopark, there are over 40 enterprises using the geopark logo. Among others, there are enterprises connected with tourism, arts & crafts, well-being, hospitality, restaurant business and local food. (Patrikka et al. 2017.)

Master student Satish Kumar became interested in geoparks and attended a two-week geopark course in Greece in 2016. The course took place in the first geopark of Greece, the petrified forest of Lesbos. This geopark was one of the four geoparks that were involved in establishing the European network in 2000. The petrified forest geopark demonstrated well the management structure and co-operation with the local museum and researchers, as well as the continuous development of the area. Local entrepreneurship and food were also significant factors among the activities of the geopark. (Kumar 2016.)

An environmental project course for Bachelor students brought together a group of students who worked with Salpausselkä Geopark as their topic. First, the students were asked to benchmark foreign geoparks, their areas and activities, as well as their themes. One interesting example was De Hondsrug Geopark in the Netherlands, with a peculiar landscape and an ancient residential history. The landscape is dominated by sand dunes and surrounding mire areas. The local culture and livelihoods are well connected with the routes and stories of the geopark; there are, for example, several planned routes with different themes. (Aarrevaara 2017, 27-28.)

Environmental education in a geopark has to consider all possible age groups, from pre-school education to adult education. One

important reason for the education is to make the local geopark and its features more familiar to all residents, to support their identity and pride of the local geology, nature and culture. Teachers involved with Salpausselkä Geopark made a one-day visit to the local elementary school in the municipality of Vaala, in order to find out what kind of solutions are adapted in practice in the Rokua Geopark area. The day was planned together with the University of Oulu, Faculty of Education. The students from 6th grade were working in different workshops and learning different aspects and skills connected with the geopark and the erratic boulders theme. (Aarrevaara et al. 2017, 36-43.)

In the renewed study plans of comprehensive schools, the pedagogy concentrates on the phenomenological approach to learning. This principle opens new opportunities for example for geoparks to provide topics for education at different levels. Rokua Geopark has also published a guidebook for schools that want to be able to use the geopark label in their activities. There are already several upper secondary schools in the area which are so-called geopark schools and others are interested to join.

References

- Aarveaara, E., Salomäki, P. and Carroll, P. 2017. Tutustumisvierailu Rokua Global Geoparkin ympäristökasvatustoimintaan. In: Räsänen, P. and Aarveaara, E. (eds) 2017. Salpauselästä UNESCO Global Geopark. Preliminary project report. Lahti: Lahden ammattikorkeakoulu. 36-43. In print.
- Aarveaara, E. 2017. De Hondsrug UNESCO Global Geopark, Hollanti. In: Räsänen, P. and Aarveaara, E. (eds) 2017. Salpauselästä UNESCO Global Geopark. Preliminary project report. Lahti: Lahden ammattikorkeakoulu. 27-28. In print.
- Kananoja, T. 2017. Salpausselän geologisia kohteita. In: Räsänen, P. and Aarveaara, E. (eds.) 2017. Salpausselästä UNESCO Global Geopark. Preliminary project report. Lahti: Lahden ammattikorkeakoulu. 54-64. In print.
- Kumar, S. 2016. The Lesvos Geopark - Greece: Systems Thinking on Sustainable Value. Master's thesis. Lahti University of Applied Sciences, Faculty of Technology. Lahti.
- McKeever, P.J., Zouros, N.C. and Patzak, M. 2010. The UNESCO Global Network of National Geoparks. The George White Forum. [Cited 15 October 2017]. Available at: <http://www.georgewright.org/271.pdf#page=16>
- Nenonen, K., Kananoja, T. and Nenonen, J. 2017. UNESCO Global Geopark. In Räsänen, P. & Aarveaara, E. (eds.) 2017. Salpausselästä UNESCO Global Geopark. Preliminary project report. Lahti: Lahden ammattikorkeakoulu. 13-16. In print.
- Nowlan, G., Bobrowsky, P. and Clague, J. 2010. Protection of Geological Heritage: A North American Perspective on Geoparks. The George White Forum. [Cited 14 October 2017]. Available at: <http://www.georgewright.org/271.pdf#page=16>
- Patriikka, A., Santala, P., Tiainen, K., Öhman, J. and Loipponen, J. 2017. Rokua Geopark ja paikallisen yritystoiminnan kehittyminen. In Räsänen, P. & Aarveaara, E. (eds.) 2017. Salpauselästä UNESCO Global Geopark. Preliminary project report. Lahti: Lahden ammattikorkeakoulu. 27-35. In print.
- Rokua Geopark. 2017. [Cited 15 October 2017]. Available at: <http://old.rokuageopark.fi/etusivu>
- Räsänen, P. and Aarveaara, E. (eds) 2017. Salpausselästä UNESCO Global Geopark. Preliminary project report. Lahti: Lahden ammattikorkeakoulu. In print.
- UNESCO. 2017a. [Cited 15 October 2017]. Available at: <http://whc.unesco.org/en/list/>
- UNESCO. 2017b. [Cited 15 October 2017]. Available at: <http://www.unesco.org/new/en/natural-sciences/environment/earth-sciences/unesco-global-geoparks/>

**Eeva Aarrevaara, Paul Carroll,
Paula Salomäki & Kati Komulainen**

Towards a global geopark in Salpausselkä – the Salpausselkä Geopark Project continues

The second Geopark project was started in Lahti UAS in spring 2017 and it will last until the end of 2019. The municipalities involved in the project are all in the Päijät-Häme region. They are Lahti, Heinola, Hollola, Kärkölä, Padasjoki, Asikkala and Sysmä. During the summer period, geologists of the Geological Survey of Finland (GSF) carried out inventories in the area and further examined the geographical limits of the future geopark area. In this phase, the area of the geopark either entirely or partially covers the area of the municipalities mentioned above and also the national park of Southern Lake Päijänne.

Transnational networks have concentrated on the production of quality standards for geopark management, services and products. If a geopark was granted the status of a UNESCO Global Geopark it must undergo an evaluation process every fourth year to ensure that its quality has remained at the required level. The international exchange of experiences and practices is encouraged between members of the networks. (McKeever et al. 2010, 16-17.) In Finland, only one area, Rokua Global Geopark, has reached the status of a global geopark. It was granted the title in 2010, and the geopark managed to renew it in 2014.

The European Geopark Network (EGN) carries out the actions of UNESCO at the European level. For example, every global geopark has two representatives in the coordinating committee of the EGN, which makes the decisions concerning the new applications. One of the two representatives must be a geologist, and the other one represents the administration of the geopark. (Nenonen et al. 2017, 14.)

Main goals and activities

The main goal of this project is to prepare the application for the global geopark in the Salpausselkä region. For the application there needs to be a management organisation, which should start to work at least one year before the application will be submitted. An important part of the project is marketing the geopark idea and making it more visible through meetings, communication and social media. Co-operation and development with local and regional enterprises is also a key factor.

The 14th European Geoparks Conference took place in Ponta Delgada, the capital of the Azores Archipelago, in the North Atlantic Ocean, in September 2017 (see Figure 2). The Salpausselkä Geopark Project participated,



Figure 1. Representatives of the Salpausselkä Geopark Project visiting Rokua. (photo by Eeva Aarrevaara)

along with other Finnish Geopark Projects and Rokua UNESCO Global Geopark. Most of the countries with delegates at the conference had a stand presenting their country's geoparks and sustainable geotourism at the GeoFair event, which was open to the public in the evenings

during the conference. The aspiring geoparks of Saimaa, Lauhanvuori-Hämeen kangas and Salpausselkä, as well as Rokua UGG organised the Finnish stand together. This and daily meetings strengthened the co-operation within the Finnish geopark community.

Figure 2. Participants of the mid-conference tour in the Azores Archipelago. (photo by Azores UNESCO Global Geopark)



One big challenge of the geopark is its main theme. As important as the Salpausselkä ridge and the ice age are, these themes are already in use in other geopark projects, like Rokua Geopark (ice age) and Saimaa Geopark (Salpausselkä ridge). An alternative is to use the ancient climate change, which caused the

formation of the ridges. In addition, the vast groundwater reservoir and multiple springs in the Salpausselkä area are possible themes to be used in the visibility of the aspiring geopark. (Kananoja 2017, 63-64.)

Tapio Kananoja, the geologist managing the Salpausselkä Geopark Project on behalf

of the Geological Survey of Finland, presented the project, the geological story, examples of geosites and the main themes of Salpausselkä Geopark at a conference session under the theme “Aspiring Geoparks”. According to the feedback from the international audience attending the presentation, the Salpausselkä Geopark Project seems to be heading in the right direction. The abundance and good quality of water in the area, especially that of groundwater, but also surface waters, distinguishes Salpausselkä Geopark from other geoparks. The beautiful eskers of Pulkkilanharju and Kelvenne surrounded by the clear waters of the Päijänne National Park also attracted positive attention. The new Salpausselkä Geopark Project brochure proved an attraction to the public and conference delegates alike.

In autumn 2017, new student projects have started at Lahti UAS and now one essential goal is to start connecting enterprises to the geopark activity. A questionnaire survey for local and regional enterprises has been initiated by a group of business, hospitality and environmental students, in which the enterprises are asked about their interest in geopark activity and networking. Based on the results, this work will continue because it is crucial for the future geopark to form a network with local companies that produce services or products which could be connected with the geopark label.

As a result of benchmarking of other geoparks, different kinds of possible services, activities and products have been identified. One development target is also a mobile application which could serve different kinds of visitors and geotourists looking for information about the geopark itself, geosites and possible routes, services and retail outlets. This project already

started in spring 2017, but continues with a new group of ICT students.

Paula Salomäki has started her Master’s thesis connected with environmental education in pre-schools in the Päijät-Häme region. The objective of this thesis is to determine how the rich geology of the Salpausselkä ridge formations, with their unique environment, culture and history, are already utilised in early learning at the pre-school level in the municipalities involved in the project. The thesis also reflects on how the future Salpausselkä Geopark environmental education project could benefit early learning in the region.

The local early-learning plans of the municipalities were adopted as of the first of August 2017. These plans focus on using the surrounding nature in various ways as an educational environment in learning activities. Five kindergartens in Lahti meet the criteria of the Green Flag Programme, where sustainable development education is integrated into their day-to-day routine. Additionally, an inventory of the surrounding natural areas of the kindergartens has been performed; these are locations that are visited quite frequently and are taken advantage of in many ways both in playing and in learning activities. The Salpausselkä ridge formations are utilised elsewhere in early learning in Päijät-Häme for the purposes of sports and exercise, as well as for learning from nature, but nevertheless, there is not enough information about the geological features of the region or about the story of the events resulting from the ice age.

Early learning needs tools to strengthen children’s relationship with nature. The Salpausselkä Geopark environmental education project should have a coordinator who organizes

training for the early learning educators in the area and produces learning content, materials and multidisciplinary learning packages. Knowledge of the biodiversity of the region, as well as of the culture and history of the people living there, represents an important basis for wisdom of life and environmental education. The earlier these things are learnt, the more lasting an impression they leave.

Results

The aim of the second phase of the project is to submit the global geopark application to UNESCO, concentrating on the actions which need to be provided in the application, like a scientific review of the Salpausselkä ridge area and its valuable geosites, the development of an enterprise group under the auspices of the geopark, marketing, and communication about the idea. In addition, physical planning and realisation of routes and their guidance need to be carried out.

The idea of a new geopark has gathered lots of positive interest in earlier seminars and workshops. During recent years there have been several projects developing regional nature-based tourism, and this new project can benefit from earlier experiences and knowledge about the region and its opportunities. The location and accessibility of the geopark are very beneficial from the public transportation perspective. One can conclude that opportunities for a new global geopark do exist in this region.

During the preliminary project and the second project, the limits of the geopark area have been specified. Geologists concluded that the area examined in the preliminary phase was too big to be an objective for a geopark application. Still, there are many challenges

to reach a sufficient level of arrangements and management to be able to send the official application to UNESCO. One result of the project is that these challenges have now been identified and the project work has clear targets.

Conclusions

The projects dealing with Salpausselkä Global Geopark have provided new significant co-operation models for Lahti UAS. Especially the expertise of the Geological Survey of Finland has provided new understanding of the Salpausselkä area and its history. National co-operation with the Finnish Geopark Committee and other aspiring Finnish geoparks has benefitted the projects, too. Visits in international geopark conferences have also increased the understanding of the international variety of geoparks and opportunities to increase the visibility of an aspiring geopark. The importance of environmental education connected to a geopark has been demonstrated. One of the greatest challenges is actually how to attract the local enterprises to join the programme and start to consider their services and products from the point of the geopark status. A special aim is to search for and encourage new development for businesses connected with the geopark. The work is just starting but will continue throughout the project. Another challenge is how the management of the aspiring geopark should be arranged.

References

Kananoja, T. 2017. Salpausselän geologisia kohteita. In: Räsänen, P. and Aarrevaara, E. (eds) 2017. Salpausselästä UNESCO Global Geopark. Preliminary project report. Lahti: Lahden ammattikorkeakoulu. 54-64. In print.

McKeever, P.J., Zouros, N.C. and Patzak, M. 2010. The UNESCO Global Network of National Geoparks. The George White Forum. [Cited 15 October 2017]. Available at: <http://www.georgewright.org/271.pdf#page=16>

Nenonen, K., Kananoja, T. and Nenonen, J. 2017. UNESCO Global Geopark. In: Räsänen, P. & Aarrevaara, E. (eds.) 2017. Salpausselästä UNESCO Global Geopark. Preliminary project report. Lahti: Lahden ammattikorkeakoulu. 13-16. In print.

Eeva Aarrevaara & Sari Niemi

Cultural identity in Vääksy – reviewing the state of the cultural environment and citizen activity

Background

Vääksy is a rural locality in the Päijät-Häme region. It is the centre of the municipality of Asikkala. The identity of the place has strong historical roots, being a significant place through its landscape, old settlement and history. The landscape is dominated by the second Salpausselkä Ridge, which passes through the area from southeast to northwest forming Aurinkovuori Hill, which is also a geologically valuable area like the whole Salpausselkä Ridge. Vääksy has many historical layers. The structure of the built environment has developed so that old and new central areas are situated next to each other but still a bit separately. An essential element of the place is the water canal, which connects Lake Vesijärvi to Lake Päijänne. The canal attracted building of villas at the end of the 19th century and the beginning of the 20th century and some of them still remain. The area next to the canal is called Vanha Vääksy (Old Vääksy in English), which contains old wooden residential buildings, a mill, shops, cafes and even tourist accommodation facilities, together with old park and recreation areas. The environment is a local speciality for visitors and

residents. The development association of Old Vääksy has gathered together citizens interested in cultural heritage and gained much support in the area. In this paper, we introduce the project of updating the cultural environment programme, which dates back to the late 1990's.

In early 2017, the Finnish Local Heritage Federation (Suomen kotiseutuliitto) published a report about citizen society working for the cultural environment (Hirvonen et al. 2017), which was based on a questionnaire answered by 450 people involved with the subject, part of them volunteers working in associations or alone and part of them from organizations and authorities. The Finnish Local Heritage Federation is aware of the need to recognize these actors in the field, and to find out about the need for extra resources and updated knowledge. When the national cultural environment strategy was prepared, it was suggested that there should be a review of the field of different associations, action models and needs for knowledge. The strategy has three main goals until 2020. First, the cultural environment should be regarded as a significant resource and an enabler of new activities concerning cultural, ecological,



Figure 1. Landscape from the canal to the Lake Vesijärvi. (photo by Reetta Nousiainen)

economic and social aspects. This viewpoint should be made widely understood in society. Secondly, the management and caretaking of cultural environment is a part of sustainable development. Thirdly, good governance enables a comprehensive cultural environment policy. (Kulttuuriympäristöstrategia 2014-2020 2014, 6.)

The constitution requires citizens' responsibility for the cultural environment and participation in planning processes concerning

changes in the cultural environment. According to section 20, the responsibility for nature, its diversity, the environment and cultural heritage belongs to all. It is predicted that the significance of the associations in this field will increase while the resources of the authorities will decrease. It is also claimed that regional authorities should have expertise and resources to work in the field. (Hirvonen et al. 2017, 5.)

Project concerning the cultural environment programme

This project was carried out in close co-operation with the development association of Old Vääksy (later referred to merely as Old Vääksy). The municipality of Asikkala supported the idea of the project. The previous programme was prepared in 1998 by architect Annu Tulonen, who had the opportunity to join the advisory board of the project and give her feedback to the work. Asikkala was one of the first municipalities to get a cultural environment programme, the model of which was launched by the Ministry of the Environment in the 1990's (Tulonen 1998).

The new project was called "Well-being and business from the cultural environment"

(Kulttuuriympäristöstä hyvinvointia ja liiketoimintaa), which expressed the goal of the project: to develop and strengthen the maintenance of the cultural environment in Asikkala and especially in Vääksy, as well as to support the identity and business opportunities with the help of local storytelling. The key idea was that the updated programme would provide an excellent tool for the authorities and local actors (Niemi et al. 2017, 11). Lahti UAS's task in the project was updating the programme, and Helsinki University, HY+ was in charge of storytelling. As a local specialist, the development association of Old Vääksy took part in both tasks and also organised events.

A cultural environment programme is not



Figure 2. Old wooden residential buildings along the main road of Old Vääksy. (photo by Reetta Nousiainen)

just a collection of inventories of built areas and buildings. The process of collecting the material was carried out together with different stakeholders such as local and regional authorities, citizens and associations. In the programme, there are descriptions of the local environment and its historical processes. There are also suggestions about the most important actions to maintain, preserve and utilise the local heritage. In this context, cultural heritage contains the landscape and built areas with all types of built and natural elements – in other words the whole milieu rather than just separate buildings, even though some buildings are more valuable as such than others. It was emphasized in several discussions that the whole range of the cultural environment is valuable and worth maintaining. (Suomen Kotiseutuliitto 2017.)

The goals of the programme were versatile. The aim was to collect all the information of the cultural environment from national, regional and especially local levels. The programme was also expected to contain suggestions how to maintain and develop the environment and enhance the visibility of the cultural environment as a positive resource. The co-operation between the municipality, enterprises, associations and citizens should be increased. The programme should serve as a guidebook for tourism enterprises, local schools and the general public. It would also work as a source of information in land use planning and handling of building permissions, as well as promoting consideration of the cultural environment in planning of new areas. The programme should enhance the maintenance and attractiveness of the environment. It should also provide information to the municipality and builders about building, landscape management, opportunities of

economical support, and renovation of valuable buildings. (Niemi et al. 2017, 17.)

The Vääksy Canal and its surroundings are classified as a nationally valuable cultural environment. The canal was built in 1871 and beside it is the River Vääksynjoki. Documents mention water mills in the river in the 15th century. Another locally special place is the village of Anianpelto, which used to be an old market place and still has a protected old pinewood forest with a memorial stone. Most of the environment is of local value. The canal increased the traffic in the area since the late 19th century and it is still the liveliest freshwater water canal in Finland. (Niemi et al. 2017, 27-29.)

Figure 3. The Vääksy canal was opened for shipping in 1871. (postcard)



The process of updating the programme

The project started officially in late 2015 and most of the work in the area was carried out in summer 2016. Several students, stakeholders and academic staff took part in the project. The project consisted of interviews, photography, planning of parks and green areas, and preparing thematic maps and inventories of the area. These actions covered most of the material collection, but there were still several questions to discuss dealing with the way of presenting the descriptions of the area.

The advisory board of the project had several representatives from the municipality of Asikkala, Päivi Siikaniemi as the representative of the regional museum, and members from Lahti UAS. Liisa Tarjanne, a senior expert of cultural heritage with a long experience from the Ministry of the Environment, and architect Annu Tulonen, the author of the original cultural environment programme, were also members of the board and shared their valuable knowledge and experience with the project.

Bachelor students of graphic design in Lahti UAS did the layout of the programme and finished the maps.

Citizens and the cultural environment

One initiative for the project came from Old Vääksy. EU funding made it possible to hire a part-time project officer for Old Vääksy. The association is active in many sectors – increasing the historical knowledge of the environment, collecting historical photos and stories for example on their Facebook site, arranging annual happenings such as “Open yards and houses” every autumn and also other common



Figure 4. The mill of Vääksy was built in 1942. Local food is available daily. (photo by Reetta Nousiainen)



programme for those who are interested in local history and the preservation of cultural heritage. On their Facebook site, active discussions take place concerning for example old photographs where users ask questions about the contents of the photos, such as who the persons in the photo are and what people remember about this place. Some of the users have obviously spent their childhood or some other periods in Vääksy and currently live elsewhere. There are about 870 members in the group in December 2017. (Vääksyn tarinat 2017.)

The association has been active in issues concerning urban planning and they have given their opinion on several detail planning processes (Vanha Vääksy 2017). One big question was the aim of building a new apartment house next to the canal in 2010. The canal environment is classified as a nationally valuable cultural environment. The municipality decided to give an exceptional permit to the building. The association made a petition, which was signed by 2500 citizens, and this was filed to the administrative court. In addition, the regional museum made their own petition concerning the decision. However, the court refused to consider the appeals and the building process was carried out. (Yle 2010.)

The changes of the cultural environment and goals for maintenance

In the original cultural environment programme from 1998, there were suggestions for how to follow changes and update the programme yearly as well as continue the inventories. Only the last part has been realised. The follow-up and update of the programme have not been implemented. The new programme lists

what changes have happened in each part of the valuable environment. Some buildings mentioned in the previous programme have been demolished during the past twenty years, but many smaller restauration projects have taken place, both with public and privately owned buildings. Park areas near the canal need plans for development and maintenance. (Niemi et al. 2017, 138-139.)

The appearance of new buildings near the canal environment is a common issue. There is a 4-storey apartment house next to the canal and several 5-6-storey apartment houses quite near the canal environment. In the previous programme, the aim was that new buildings should be designed to suit the environment and represent high-quality architecture. Tall buildings differ from the scale of the old environment, which increases the contradiction between different buildings. The tolerance of the cultural environment in this case is not very high. It would be easier if taller buildings were put to the area of the new retail center of the municipality. This question divides local opinions. (Niemi et al. 2017, 138-141.)

A significant goal of the programme is to update detailed land use plans which are not up to date and do not protect the valuable environment sufficiently. The main principle according the Land Use and Building Act is to protect the cultural environment primarily with the help of land use plans of different levels. (Niemi et al. 2017, 141-144.)

Results

The results of the project were published at the traditional Anianpelto Fair in August 2017. The results have also been presented to the councillors and civil servants of the municipality,

as well as to the public. The publication is available in printed and electronic versions. Local schools have received their own copies and some teachers have already used the publication as teaching material. Overall, the publication has received interested and delighted feedback. The short stories and numerous photos make the publication into something more than an ordinary official document or programme paper.

The visibility of the whole project has been significant, with 18 different newspaper stories, and radio or television programmes, most of them by Old Vääksy. The appreciation and interest of the public can be influenced by increasing their knowledge of the cultural environment, local history and values of the landscape. Usually, public appreciation is crucial for the development of the environment but it is also necessary for tourism.

Based on the original programme from 1998 and the new programme, it has been suggested that a cultural environment group should be formed to take care of the follow-up of the environmental changes and discuss the current questions dealing with the cultural environment. Guidelines for building in new areas are also suggested, as well as a development plan for the whole Kanavatie, which connects the old and new centers of Vääksy.

Conclusions

Learning outcomes from this project are also versatile. Since the regional authorities do not have enough resources anymore for guidance on cultural environments, it is highly important to have local citizens acting for the cultural environment. Old Vääksy has provided an opportunity to those who are interested in the local historical environment and want

to preserve it. It can be assumed that even more of this kind of activity will be needed in the future. Old Vääksy is also an illustrative example of a cultural environment as a resource to local enterprises, many of which are using the environment as an essential part of their business ideas.

References

Hirvonen, S., Lohtander, L. and ohjausryhmä. 2017. Kansalaisyhteiskunta kulttuuriympäristötyössä. Tavoitteena hyvä elämä. [Online document]. Suomen Kotiseutuliitto. A:35. [Cited 18 Oct 2017]. Available at: <http://www.kotiseutuliitto.fi/sites/default/files/Kansalaisyhteiskunta%20kulttuuriymparistotyossa.pdf>

Kulttuuriymparistomme.fi. 2017. Yleisiä käsitteitä. [Cited 19 Oct 2017]. Available at: http://www.kulttuuriymparistomme.fi/fi-FI/Tutki_ja_tutustu/Kasitteita/Rakennetun_kulttuuriympariston_kasitteita

Kulttuuriympäristöstrategia 2014-2020. 2014. Valtioneuvoston periaatepäätös 20.3.2014. Helsinki: Ministry of Education and Culture, Ministry of Environment. [Online document]. [Cited 20 Oct 2017]. Available at: <http://hdl.handle.net/10138/43197>

Niemi, S., Kakko, M., Nousiainen, R. and Aarrevaara, E. (ed.) 2017. Järvien ja harjun solmukohta. Vääksyn kulttuuriympäristöohjelma – Nykytila ja tavoitteet. Lahden ammattikorkeakoulun julkaisusarja, osa 29. [Online document]. Lahti: Painotalo Plus Digital Oy. [Cited 20 Oct 2017]. Available at: <http://urn.fi/URN:ISBN:978-951-827-266-6>

Tulonen, A. 1998. Asikkalan kulttuuriympäristöohjelma. Ympäristöministeriö.

Vääksyn tarinat. 2017. [Cited 19 Dec 2017]. Available at: <https://www.facebook.com/groups/vaaksyntarinat>

Vanha Vääksy. 2017. [Cited 19 Oct 2017]. Available at: <http://vanhavaaksy.fi/>

Yle. 2010. Vääksyn vesimyllymuseon naapuriin kerrostalo. [Online news]. 20 July 2010.

Minna Kuvajainen

On the move! – physical activity counselling for groups

In lifestyle guidance practices, it has been found that there is a protracted transitional phase from a guidance approach that focuses on the expert-based sharing of knowledge to a client-oriented, dialogue-based type of guidance, in which a person is considered more individually and comprehensively than before. The Osallistava ryhmäliikuntaneuvonta (Physical activity counselling for groups) project is working to increase this kind of client-orientation in Päijät-Häme physical activity counselling.

One of the goals of the three-year project is to build a Päijät-Häme operating model for group physical activity counselling. Group physical activity counselling will be integrated into the existing exercise service chain of municipalities and its primary target group is working-age people who get very little exercise and have been referred to physical activity counselling by local health care providers.

Other goals are to establish new types of learning environments for students at the Lahti University of Applied Sciences and Haaga-Helia University of Applied Sciences as well as to increase co-operation between universities of applied sciences (UAS). Since the autumn of 2016, there have been three multidisciplinary student groups, consisting of students in physiotherapy, nursing, sports and social services.

Thus far, UAS students have provided

counselling for ten physical activity counselling groups in Asikkala, Heinola, Hollola and Lahti. The project has just applied for funding for its final period, which will end at the close of 2018. During the final year of the project, the aim is to produce a digital workbook in collaboration with Päijät-Häme sports instructors, who will be able to use the workbook when engaged in group physical activity counselling.

In addition to the project steering group, the project has enlisted the expertise of, among others, Dr. Anu Kangasniemi (Psy.D, MSc. Sports Sciences), who has studied and developed a values- and acceptance-based approach and its related interventions for physical activity counselling. Two days of training in the values- and acceptance-based approach were held in Lahti. UAS teachers serving on the project and regional sports instructors participated in the training.

Changing expertise in counselling

The counselling processes for Liikettä arkeen (Motion in everyday life) client groups have taught project contributors about the diversity of expertise. If an expert focuses exclusively on their knowledge, it is hard for them to resist imparting that knowledge directly to the client, assuming that it will automatically translate into skills for daily life and activities. However, people do not change habits so easily, and

certainly not when someone simply tells them what they should be doing. For example, if I know how exercise is vital to well-being and health, I might assume that, upon telling this to someone who is not physically active, they will gratefully accept the knowledge I am imparting and immediately change their ways. It might be that I would have to push and motivate the client a bit by telling them what might happen if they don't make changes to their habits. However, the knowledge-based approach hinges on the person with the knowledge having the correct information, which can only be told to the client. Simply put, this is the approach used in expert-based physical activity counselling. According to Kangasniemi and Kauravaara (2014, 28), it is understandable that knowledge itself is used as a motivation tool, as there are few tools that influence psychological factors.

In the context of UAS studies in social services and health care as well as sports science, taking each client's individuality into consideration, pedagogical skills and a dialogue-based approach to work are key counselling tools. However, use of these tools when actually dealing with clients presents challenges in just a few brief interventions, where the professionals unrealistically expect to achieve some sort of change in the client's life. In some cases, the expectation to make a quick change comes directly from the client.

In the Osallistava ryhmäliikuntaneuvonta (Physical activity counselling for groups) project, an effort is made to use the social support and pull of a group in effecting a lifestyle change as well as creating a six-session model for group-based physical activity counselling in Päijät-Häme, based on prior research data (Kangasniemi 2015, Sairanen 2016) and existing

intervention models (Kangasniemi & Kauravaara 2016).

Toward achieving a holistic perspective

The problem with a knowledge-sharing approach is the comprehensive lack of a human aspect. A person is not only a rational being - they are a physical/mental/social/emotional/spiritual entity, whose actions are steered not only by conscious, rational decision-making, but also numerous automatic responses and emotions developed over a lifetime, such as avoidance behaviours resulting from feelings of shame and guilt, not to mention unconsciously learned behaviours.

In addition to psychological factors, social relationships, life situations and, for example, the environment during childhood all influence a person's health behaviour and habits. Conducted in the United States in the 1990s, the extensive and highly esteemed Adverse Childhood Experiences (ACE) Study showed a correlation between traumatic and stressful childhood experiences and several physical ailments. Paediatrician Nadine Burke Harris' (2014) TED video "How childhood trauma affects health across a lifetime" sheds light on this phenomenon. If the aim is to get right down to the root causes of an illness, the public health prevention of lifestyle diseases should be based on ensuring that all children have a psychologically, physically and socially secure childhood. Where adults are concerned, sufficient resources should be secured to deal with compartmentalised trauma and stress experiences using various psychophysical methods, thus increasing their resilience during adulthood.

The ACE Study may also provide some background knowledge for social services, health care and sports professionals, who are currently guiding inactive adults to adopt a healthier lifestyle, even if they are not serving in a capacity as a physician or therapist directly addressing trauma experiences. Professionals must not, at any rate, increase any feelings of shame or guilt with their well-intentioned advice when dealing with people who do not fit the mould of 'good citizen living a healthy life'. By showing respect and esteem, professionals can provide these kinds of clients with a crucially restorative experience, which can carry and motivate an individual for a surprisingly long time.

The Traumainformoitu sote ('Trauma-informed social services and health care') Facebook shares pertinent links and brings together experts and professionals from a variety of fields to develop social and health services in Finland with regard to this subject. The Uudistuva terveydenhoito ('Regenerative health care') website also addresses this subject.

In addition to this, the image of health conveyed by the media perpetuates the idea that "Everyone else is living right - why can't I?", which can increase feelings of guilt about one's lifestyle and further break down their sense of being able to achieve or perform. Strengthening this belief in one's abilities is vital to achieving results when making a lifestyle change. Indeed, Setälä-Pynnönen (2015) challenges the reader to analyse the relationship between the image of health conveyed by the media and public health in her thought-provoking dissertation abstract. Is achieving a lifestyle that the media suggests is healthy and knowledgeable good for all people? If you are the 'loser' who is pitied, who, in the

worst cases, is laughed at on television health programmes and who has simply not been able to take control of your life, where will you find the strength to get yourself to physical activity counselling again and again, even though there is a risk you might fail once more?

The challenge is that sports instructors are not omniscient, physicians, psychotherapists, psychologists or even sociologists, and they must recognise the limits of their professional skills. During the Osallistava ryhmäliikuntaneuvonta project, participants discuss and gradually define the general self-knowledge and mindfulness exercises that a social services, health care and sports professional can effectively oversee in group activities, with a small amount of additional training and whose implementation has a low threshold. Professionals already understand that exercises cannot be assigned to clients impersonally - exercises must be based on a specific understanding and experience where each individual is concerned.

Values- and acceptance-based approach

A values- and acceptance-based approach was adopted for the Osallistava ryhmäliikuntaneuvonta project. Here, the client sets goals for the things that are most meaningful and important to them, including those not necessarily related to exercise. In this approach, counselling is not only provided through discussion, analysis and rationalisation, but also a lot of active and experiential exercises, metaphors and mindfulness training (Kangasniemi & Kauravaara 2016, 104).

According to studies on Acceptance and Commitment Therapy (ACT) (Pietikäinen 2014a,

2014b), the most effective way to change a behaviour pattern that has become automatic is the accepting observation of thoughts, feelings and impulses done in mindfulness exercises. The use of mindfulness in lifestyle counselling has been studied in physical activity counselling provided to inactive adults (Kangasniemi 2015) and with regard to weight management (Sairanen 2016). According to these studies, promising long-term results have been achieved in even short-term ACT-based interventions.

Some experiential familiarity with mindfulness is required in order to understand what is meant by the acceptance principle, which is a central aspect of mindfulness. In physical activity counselling, this means, for example, that instead of rushing out to change the client's behaviour to the 'right' way of doing things, they remain in the exploratory observation phase for a sufficiently long period of time. Controlling one's own negative thoughts is not the objective; in other words, clients shouldn't condemn themselves for having a flood of discouraging thoughts, such as 'I won't be able to exercise anyway' or 'It doesn't matter if I spend the week laying around on the sofa'. Clients should not condemn themselves for not wanting to exercise, either. Instead, thoughts and impulses are examined in a neutral, curious light as well as with acceptance. The latest psychological research data confirms that prohibiting negative thoughts leads to an even greater proliferation of them (Lappalainen & Lappalainen 2014). The objective is not to control thoughts and feelings, but rather to enhance psychological flexibility, which is proven to promote holistic well-being and assuming responsibility for one's own health.

ACT pioneer Steven Hayes (2016) brilliantly

sums up the results of the work he and his team have done over a 30-year period in his TEDx presentation: 'Dealing With Difficult Thoughts: Mental Brakes to Avoid Mental Breaks'. We have shown this video to UAS students in each project-related course, because it so effectively encapsulates the project approach.

Enhancing psychological flexibility, such as in social life, can also effect positive changes in exercise and health behaviours, in addition to other beneficial impacts. As a result, the primary goal of counselling does not always have to be directly increasing the amount of physical activity. As Kangasniemi and Kauravaara (2016, 103) describe in their example, one client made significant strides by primarily learning how to unequivocally say 'no' in interactive situations. This led to changes in time management, which, in turn, eventually resulted in the client being able to find time and space for exercise.

In holistic lifestyle counselling, it is important that the counsellor describe their concept of man and what methods they are prepared to recommend and use based on this concept. The counsellor should consider, for example, whether they only see the lack of exercise and not the client's life situation or values as a whole. The counsellor should also examine what they think about the relationship between body and mind and to what extent they influence one another.

In addition to this, the counsellor should also reflect on what pedagogical, learning and counselling models affect them in the form of ulterior motives, i.e. unconscious motivations behind the counselling. This provides the counsellor with greater freedom to choose a suitable, personalised counselling approach for each client. Counselling in lifestyle matters

Figure 1. Timeline exercise. Haaga-Helia University of Applied Sciences teacher Liisa Kiviluoto supervising UAS students in a values-based timeline exercise. Photo: Minna Kuvajainen



requires the professional to be highly self-aware and able to reflect, so that they will notice, for example, their own way of reacting, where they blame clients who fail to lead lifestyles that the counsellor feels to be normal and familiar. In cognisant counselling, the client always comes

first, and the counsellor's strong sense of self-awareness will help them to better understand different people and ways of being. In many cases, inspiring and genuine encounters with other people can, in and of themselves, serve as a spark for the client's internal motivation. The

counsellor must never convey the idea, whether in words or deeds, that their worldview is the only right one.

The most important thing in the values- and acceptance-based approach is to determine what the client thinks about their well-being and the factors affecting it. However, Kangasniemi and Kauravaara (2014) point out that the conventional knowledge-based approach to physical activity counselling works and is well-suited to some people. The important thing here is to get off to a personalised start and adapt the counselling to the client's needs.

Many different aspects of physical activity counselling

What does the term *liikuntaneuvonta* (physical activity counselling) bring to mind? When I ask ordinary people this question in a variety of contexts, I often get the following responses: weight management, nutritional advice, Nordic walking, calisthenics, general advice for exercise. I've also been told that 'Counselling makes me feel patronised'. This random sampling gives an indication of how delicate and intimate it is when trying to steer a person toward living a healthier life - it is very easy for misunderstandings to occur. For example, a client might end up thinking that 'Someone thinks they know how I should live my life better than me - I'm not sure I appreciate that very much.' No one has ever responded to me, for example, like this: 'This is a shared process of reflection with an expert, where we go over things that are important to me. This makes it

easier for me to understand whether I'm living the life I want to lead, eventually providing me with the knowledge I need to increase the things that bring me the most well-being."

Indeed, physical activity counselling is much more than just weight management and exercise instructions. The answers I did receive to the question above mostly give an indication of the perception that your average person has regarding exercise advice as a whole. It is precisely this perception that the project is working to broaden. When the project ends, there will hopefully be a number of clients and experts in Päijät-Häme who will be leaning toward the latter answer in their own responses.

Both quantitative and qualitative feedback was gathered from all the project client groups. This feedback will be compiled during the project. The following excerpts taken from the feedback demonstrate that the project has achieved its goal of increasing psychological flexibility with regard to exercise: 'I was encouraged to think for myself - there weren't any ready-made approaches given. '; 'My interest in exercise was rekindled. '; 'It helped me see how, with just a little effort, I could lead a healthier life. '; 'The homework assignments got me to think about what was really important in life.'

Where public health and personal well-being are concerned, there is a need to develop and study all that can be done in physical activity counselling. Our project team has fearlessly tackled this challenge in co-operation with students, professionals, teachers and clients.

References

- Harris, N. B. 2014. How childhood trauma affects health across a lifetime. TED video. [Cited 10 Nov 2017]. Available: https://www.ted.com/talks/nadine_burke_harris_how_childhood_trauma_affects_health_across_a_lifetime
- Hayes, S. C. 2016. Dealing With Difficult Thoughts: Mental Brakes to Avoid Mental Breaks. TEDx video. [Cited 10 Nov 2017]. Available: <https://www.youtube.com/watch?v=GnSHpBRLJrQ>
- Kangasniemi, A. & Kauravaara, K. 2016. Kohti muutosta. Arvo- ja hyväksyntäpohjainen lähestymistapa liikunnan ja terveyden edistämisessä. Vantaa: Liikunta- ja hyvinvointiakatemia Oy.
- Kangasniemi, A. & Kauravaara, K. 2014. Toimiiko terveysliikuntasuositus vähän liikkuvien aikuisten kannustimena? Liikunta ja Tiede 2014 (4), 25-31.
- Kangasniemi, A. 2015. The mindfulness, acceptance and commitment approach to encouraging a physically more active lifestyle. [Online document]. Doctoral dissertation. University Of Jyväskylä, Faculty of Social Sciences, Psychology Unit, LIKES – Research Center for Sport and Health Sciences. Jyväskylä. LIKES – Research Reports on Sport and Health 305. [Cited: 3 December 2017]. Available: <http://www.likes.fi/filebank/1867-anun-vaitoskirja-elektroninen.pdf>
- Lappalainen, R. & Lappalainen, P. 2014. Tietoisuustaidot hyväksymis- ja omistautumisterapian näkökulmasta. Kortelainen, Saari & Väänänen (edit.) Mindfulness ja tieteeet. Tietoisuustaidot ja kehotietoisuus monitieteisen tutkimuksen kohteena. Tampere: Tampere University Press.
- Pietikäinen, A. 2014a. Kohti arvoistasi. Suuntaa mielekkäisiin muutoksiin. Helsinki: Duodecim.
- Pietikäinen, A. 2014b. Mitkä taidot auttavat tupakoinnin lopettajaa? [Cited 10 Nov 2017]. Available: http://www.stumppi.fi/portal/stumppi/lisatietoa/ilmiot/mitka_taidot_auttavat_tupakoinnin_lopettajaa/
- Sairanen, E. 2016. Behavioral and psychological flexibility in eating regulation among overweight adults. [Online document]. Dissertation. Jyväskylä studies in education, psychology and social research 554. Jyväskylä. [Cited: 3 December 2017]. Available: https://jyx.jyu.fi/dspace/bitstream/handle/123456789/49724/978-951-39-6638-6_vaitos21052016.pdf?sequence=1
- Setälä-Pynnönen, V. 2015. Tiedejournalismi inhimillisen epävarmuuden palveluksessa: Tutkimus suomalaisen joukkoviestinnän tiedepuheesta, terveyskäsityksestä ja ihmiskuvasta. [Online document]. Dissertation. University of Helsinki Helsinki. Faculty of Social Sciences publications, 5. [Cited: 3 December 2017]. Available: <https://helda.helsinki.fi/handle/10138/152711>
- Uudistuva terveydenhoito. [Cited 10 Nov 2017]. Available: <https://uudistuva.com/>

PART 2:
STRENGTHENING
SOCIAL INCLUSION

Helena Hatakka & Tarja Kempe-Hakkarainen

Olopiste - a well-being service for the long-term unemployed and a learning environment for social services students

This article discusses the activities and results of the ESR-funded Olopiste (2015-2018) project, which is a non-threshold support action. The three-year Olopiste project develops non-threshold employment support, which is aimed at working-age people who have been unemployed for a long period of time. The project objective is to strengthen the clients' functional capacity, mental coping, motivation and skills needed in working life. The project actors are Harjula Settlement Association, Sylvia-Koti Association Kaupunkikylä and Lahti University of Applied Sciences.

Olopiste has been developed in close co-operation between the actors in accordance with the principles of LUAS' transformative learning profile. Functional solutions and practices for both long-term unemployed and social services students were sought for Olopiste's operations through experimentation and actions. Operations as well as the applicability and function of existing practices were assessed through critical reflection. In development work, a common understanding of the basis for operations was established and tested through dialogue at various stages. The feasibility of

practices and operations were assessed on a continuous basis. (Lahti University of Applied Sciences 2015). The guiding principle for development was the idea that low-threshold services would make it easier for clients to achieve self-sufficiency and increase the accessibility of services (Kauppinen, Rotko & Palokangas 2016, 99-100). As an operating environment, it is vital that Olopiste strengthens its clients' functional and working capacity. The main thing was to reinforce the clients' feeling of being able to influence the direction of their own lives and also contribute to joint Olopiste activities. At Olopiste, clients can receive personal recognition as individuals, not just potential employees for the labour market. (Isola 2016, 596.) The primary developmental focus has been to create an authentic learning environment (Herrington & Oliver 2010, 18).

Olopiste offers a wide range of activities and learning opportunities

The planning phase for Olopiste began in September 2015, during which time the Olohuonetila (Living room) was created. The

Olohuonetila is open to clients every weekday and serves as the centrepiece of Olopiste operations. At the same time, methods for reaching and activating long-term unemployed were designed. During the planning phase, co-operative meetings with other actors in the Päijät-Häme region were held in an effort to gain a familiarity with their services. Likewise, Olopiste was presented to these actors. Direct marketing was also aimed at target groups in the form of advertising cards. The cards still entitle holders to a free coffee at Olopiste. Olohuone was opened in December 2015 and its operations are based around recurring, supervised group activities held on different days. Social services students are responsible for running the supervised individual and group activities together with Olopiste staff. Olopiste serves as an authentic learning environment for social services students, providing them with first-hand experience working in their field. Where socio-pedagogical studies in adult education are concerned, the Regenerative Social Counselling and courses geared toward increasing working life inclusion were integrated into Olopiste operations. The calculated amount of work performed by each student at Olopiste was 54 hours.

Olohuone activities are guided by the idea that each client can participate in them based on their own strengths and skills. The clients' needs and wishes were heard and taken into consideration in designing activities. According to Kauppinen, Rotko and Palokangas (2016, 99), client inclusion in activities is based on listening to the client, client-oriented service, confidentiality and security. A client feedback survey was conducted and a participative feedback group was assembled in the spring of

2016 and 2017. According to the results, clients felt that Olopiste met the targets set for it. Clients were satisfied with the variety of service content. (Vanha-aho & Ojala 2016.) According to the feedback received, client inclusion in planning and execution has been increased to develop group activities. According to Leemann and Hämäläinen (2016, 588), the interactive skills of service professionals played a key role in client inclusion and their experience with participation. Inclusion in planning requires acceptance of the fact that the client is an expert and structures allowing for inclusion and participation are needed. At Olopiste, client expertise was used to organise excursions and supervised activities. Clients planned activities based on their own skills and interests, and even led excursions under the supervision of a counsellor. There is a strong social component of participation in activities, and the clients feel a sense of inclusion when doing and participating in things together with others (Leemann & Hämäläinen 2016, 588).

Getting new clients to join in the activities and marketing activities were key measures for the entire duration of Olopiste's operation. In the autumn of 2016, Olopiste launched a collaborative initiative by students, teachers and staff with city residents and the target group. Clients were sought on the market square, at flea markets and at the employment office, Kela social insurance and social services. The initiative was effective, bringing in several new clients at that time. In the spring of 2017, the LINKKU Olopiste liikkeellä mobile service centre stunt was brought out to the suburbs of Lahti. Students also shared client stories on the 'Humans of Olopiste' Facebook page. These stories served as part of the marketing

and profile raising for Olopiste. The Humans of Olopiste stories made it possible to experience the feeling of being included in activities together others (Leeman, I, Hämäläinen, R.-L. 2016, 588). In the autumn of 2017, Olopiste launched a pop-up to work with clients in the Lahti city centre.

The working and functional capacity of clients is assessed using the *Kykyviisari* indicator developed by the National Institute for Health and Welfare. The importance of each client's personal counselling was emphasised as the project progressed. Tools and methods that support goal-oriented change work, such as Green Care, culture and exercise, were used in counselling. A counselling model, in which key work methods and processes are described, was created for Olopiste. The counselling model promotes the social inclusion and sense of community felt by clients. In the model, clients are seen as the experts of their own lives and collaborators. Both individual and group counselling are based on a holistic approach. Outlining the personal follow-up paths of clients together with a staff member played a major role toward the end of the project, with the importance of one-on-one counselling increasing. The clients are involved in making decisions concerning their lives, such as mapping out a follow-up course of action. This promotes the clients' inclusion in the decision-making process (Leemann & Hämäläinen 2016, 588).

Interim results from two project periods

The quantitative target of the Olopiste project is to get 200 clients to participate in different activities. Another target is to have 50% of

the participants continue on some kind of follow-up path after their participation, such as rehabilitative work, work trials, study trials, support services with other organisations, workshops, employment or study. At the end of September 2017, 107 clients had participated in Olopiste activities. Of these, 40 are currently on follow-up paths, either working, studying, doing work trials, engaged in rehabilitative work or retired. The qualitative target is the support provided. The activities and increase in confidence strengthen the clients' ability to participate in social activities and improves their functional capacity, mental coping, motivation and active involvement. Qualitative results show that the clients have become motivated jobseekers and have assumed greater responsibility for their own health. A general improvement in the working and functional capacity of the clients was also observed. The clients have established social relationships, broadened their opinions and increased their self-esteem. Client participation has increased through Olopiste activities. Clients have also received support in maintaining control over their substance abuse.

The learning environment model is still in the developmental phase. Based on the feedback received from students, there are many elements in the learning environment that are conducive to learning. An authentic context and activities as well as real-world problems and tasks provide an excellent source of motivation for learning. According to the feedback given by students, the strengths of the Olopiste learning environment were the client encounters it facilitated as well as the way it provided an idea of how a service for long-term unemployed like Olopiste might work. The sensitive meeting,

consideration and counselling of clients as well as the making of counselling plans were at the centre of learning, and the students felt that they had become competent in these areas. The learning environment was challenged by the fact that it is impossible to plan real-life learning situations. The students were forced to contend with a great deal more uncertainty than they would in a conventional learning environment. Kiviniemi, Leppisaari and Teräs (2013, 104) state that an authentic learning process is difficult to anticipate, because real working life situations and problems are unpredictable and, therefore, impossible to plan for. Students also expressed a desire to play a bigger role in the individual counselling processes for clients. Their contribution is currently narrow and superficial, due to both limited working hours and the students' ability and boldness to apply the knowledge and skills they have learned in individual counselling. Creating a comprehensive role for students, so that they would feel like an important, equal part of the Olopiste expert community, was challenging. Where student roles are concerned, the focus was client work and, based on their feedback, we are left with an incomplete picture of the expert work done in the project.

Conclusion

During the Olopiste project, we found that sociocultural motivation is a holistic operating approach and frame of reference, and the counselling model is well-suited and functional for the target group. Through sociocultural motivation, the goal is to make clients aware of the possibility for change. In this context, change is referred to as the clients' ability to express themselves as individuals and actors

in relation to the world around them. Seeing the clients in their daily routines is to see them in social relationships. Olopiste's operations with both clients and students has reinforced the idea that adequate time and support are the cornerstones of counselling when it comes to promote personal growth and learning as well as finding one's own place in society. This idea also backs up the study done by Kuusisto and Ekqvist (2016) for adult social work clients concerning the impact that client relationships have on changing one's life situation. The key finding of the study is that giving attention to the interaction between the staff member and client supports making a positive life situation change for adult social work clients. Meeting service expectations also plays a key role in effecting change.

References

Herrington, J., Reeves, T. C. & Oliver, R. (2010). A guide to Authentic Learning. New York: Routledge.

Isola, A-M. 2016. Autonomia, demokratia ja yhteiset. Osallisuuden paikallinen edistäminen. Yhteiskuntapolitiikka. Vol. 81 (5), 596.

Kauppinen, T., Rotko, T. & Palokangas, E. 2016. Tulevaisuuden hyvinvointihaasteille pitää etsiä yhdessä ratkaisuja. Yhteiskuntapolitiikka. Vol. 81 (1), 99-100.

Kiviniemi, K., Leppisaari, I. & Teräs, H. 2013. Autenttiset verkko-oppimiskäytännöt asiantuntijuuden kehittäjänä. Juha T. Hakala & Kari Kiviniemi (edit.) Vuorovaikutuksen jännitteitä ja oppimisen säröjä: aikuispedagogiikan haasteiden äärellä. 99-116. Kokkola: University of Jyväskylä, Kokkola University Consortium Chydenius.

Kuusisto, K. & Ekqvist, E. 2016. Aikuissosiaalityön asiakkaiden kokemus asiakkuuden vaikutuksesta elämäntilanteen muutokseen. Yhteiskuntapolitiikka. Vol. 81 (6), 655-699.

Lahti University of Applied Sciences 2015. Pedagogical programme 2016-2018. [Online document]. [Cited 25 May 2017]. Available: http://www.lamk.fi/english/about/strategy/Documents/lamk_pedagogical_programme_eng_2016-2018.pdf

Leemann, L. & Hämäläinen, R.M. 2016. Asiakasosallisuus, sosiaalinen osallisuus ja matalan kynnyksen palvelut. Yhteiskuntapolitiikka. Vol. 81 (5), 586-593.

Vanha-aho, T. & Ojala, K. 2016. Palauteryhmä asiakkaan osallisuuden vahvistajana. Verkkolehti Lahtinen. Lahti University of Applied Sciences [Online journal]. [Cited 29 Mar 2017]. Available: <http://lahtinen.lamk.fi/?p=1487>

Marja Kiijärvi-Pihkala & Evelina Liski

OSSI - Skills Up project to promote immigrants social inclusion

Social inclusion is a multifaceted concept, which is related to social, employment and health policy. Immigrants are mentioned as a key group, whose social inclusion needs to be strengthened and improved (Leemann et al. 2015). In Päijät-Häme, the situation between immigrants and the main population also differs when it comes to, for example, employment: the unemployment rate among foreign-born residents in June 2015 was 49%, while the overall unemployment rate was 16% (Regional Immigration Policy Programme of Päijät-Häme 2016–2020).

The obstacles to immigrant employment include, lack of language proficiency, lack of networks and the attitudes of employers and society. (Government Integration Programme 2016–2019.) The Ministry of Economic Affairs and Employment has published development proposals for improving the employment of immigrants. Among other things, various training programmes and service chains, which should lead systematically to the labour market and employment, were highlighted. Closer co-operation between educational organisations was desired. (MEE 2014.)

The primary objective of the OSSI - Skills Up project, which was launched in the autumn of 2015, was to facilitate the advancement of immigrants on education and employment

paths. The project administrators are the Lahti University of Applied Sciences, Salpaus Further Education and Lahti Folk High School (Lahden kansanopisto). The project created new tools for education providers and counsellors to support flexible advancement. In addition to this, regional multicultural competences were increased during the project by training both employers and representatives of education providers and counsellors. A number of different training programmes were also piloted during the project. The objective is a networked guidance and training model, which serves immigrants in the region as well as parties serving them.

Examples of training programme developed in the OSSI project

During the two-and-a-half year OSSI project, several training pilots have been organised and existing courses have been improved. The focus in all training programmes was developing proficiency in Finnish and supporting students in their advancement toward possible further studies and working life.

In the spring of 2016, the Finnish for Working Life course offered by Salpaus Further Education included the vocabulary and structures needed in workplace communication situations, particularly those related to the students' own

fields. In addition to this, students familiarised themselves with working life rules and communication in various working life situations. In the course, students actively practice oral and reading comprehension, writing and speaking. The course also included guidance instruction, such as for choosing a career and applying for jobs.

Finnish for Working Life was 185 hours in total and offered as an online course. Contact teaching was done in an Adobe Connect Virtual Classroom, with homework assignments, for 8 hours a week, and there was an additional 4 hours a week of independent study via a blog. In this case, guidance could also be provided by means of WhatsApp, phone, email or, if necessary, in person.

In the spring of 2017, Lahti UAS organised preparatory training for higher education studies, whose goal was to support applicants with an immigrant background in gaining admission to higher education studies leading to a degree. The scope of the study module was 18 ECTS and it was offered as multiform studies. The primary focus of the studies was developing general Finnish language skills in all the different areas of language proficiency. An effort was made to give special attention to texts and vocabularies in fields of interest to the students as well as for matriculation examination preparation using, for example, interview exercises and preliminary materials. Another goal of the training was to develop immigrant student competences for higher education studies. The training included study and working life skills and instruction in English. Students were also offered information on subjects of interest to them, application processes and entrance examinations. (Marjomäki and Lindeberg 2017.)

All OSSI training pilots included a follow-up, which examined how the programme participants were progressing on their education and employment paths after completion of the training. The results are very encouraging. For example, only one of the students who started preparatory training for higher education studies dropped out. Of the 17 students completing the study module, 9 received a study place at a higher education institution in the very next joint application. The result is clearly better than the result found in a report on preparatory training commissioned by the Finnish Education Evaluation Centre (Finnish Education Evaluation Centre 2017).

The project is over - what now?

Over 300 people participated in training pilots organised by the OSSI project. The number of participants in multicultural training exceeded 400. However, in project work, the true measure of success is how a project's results and output take root.

There was a strong desire for co-operation among regional actors for the entire duration of the OSSI project. This co-operation made it possible to create a joint training portal. The OSSI portal brings together the region's Finnish as a Second Language (S2) studies offering. This is a significant reform for immigrants and guidance providers. Previously, people had to search for training programmes on provider websites and brochures. Now, all training programmes can be found in a single location.

The portal was created with project funding and established on the ALIPI (Regional Integration Service Point) website while the project was still running. The ALIPI Service Point offers assistance, guidance, advisory services

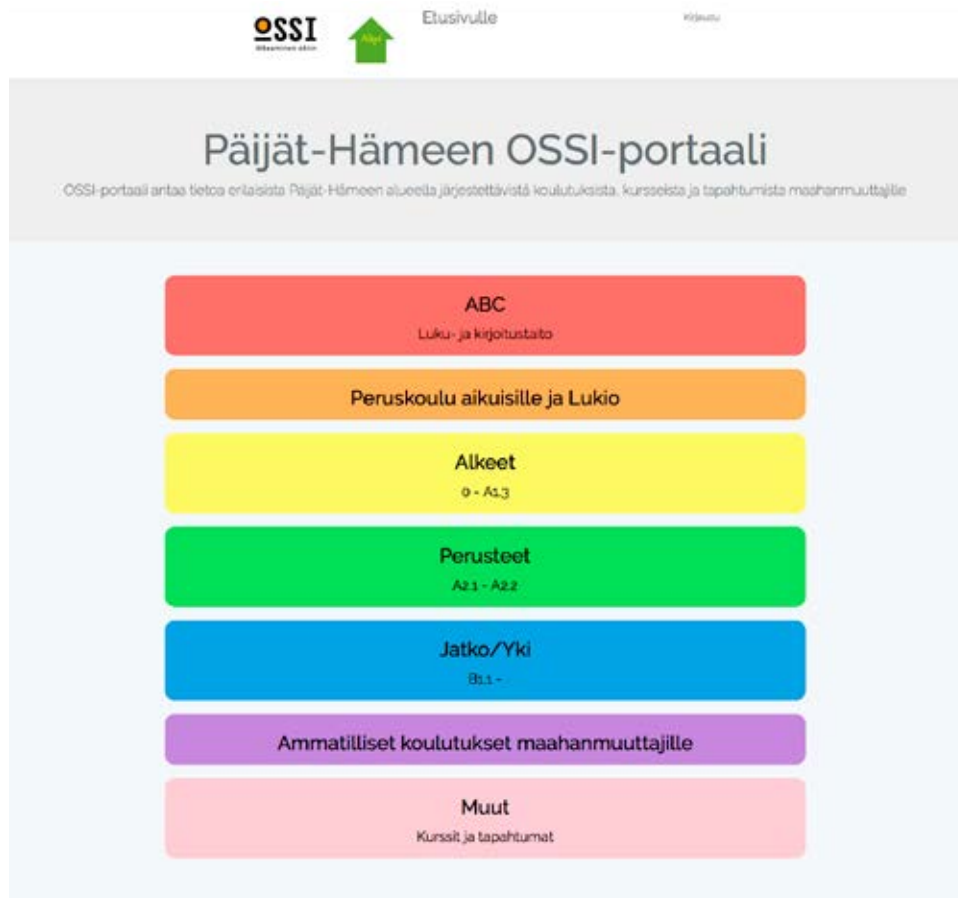


Figure 1: OSSI Portal main page. The training programmes provided by different actors can be found below the headings. The headings helps one to find Finnish language courses by right level (alphabets, basics, advanced...)

and job training opportunities for immigrants, public authorities, employers, organisations and other actors who need additional information or consulting services in immigration matters.

However, the portal is only a technical tool. The most important thing is how it is used. During the OSSl project training providers worked closely together and learned to use the portal. Now, actors can update training programmes in the portal themselves and market them within their respective networks.

Every effort was made to keep the portal design simple and easy to use, so that no additional instruction on its use would be necessary. The same portal serves both immigrants and their guidance counsellors. Some of the training programmes have also been fully established: the Finnish for Working Life course will remain part of the course offering at Salpaus Further Education. Preparatory training for higher education studies will be provided at Lahti UAS in the spring of 2018. The application process can still be done using OSSl project resources, but its actual implementation will be done within the Lahti UAS' normal education and training operations. A guide to promote multicultural competence in the workplace was published and will be used in the Ossi2 - Employing Immigrants project, which begins in January 2018. The Ossi2 project will be carried out in co-operation with regional businesses. Language and culture-sensitive work coaching will be developed with businesses enlisted during the application phase in order to lower

the threshold for recruiting immigrants. In addition to this, the project will create a model, which can be used to improve the recognition of prior learning and the work coaching of training organisations will be developed in multidisciplinary co-operation.

Necessity for personal guidance

According to different studies, the paths for immigrants to education and working life are long and involve some degree of idleness. In the worst cases, there are redundancies in education and sometimes also inappropriate studies. Immigrant study paths might also end abruptly or wind up in various preparatory training courses due to the demanding language proficiency requirements for studies leading to a degree (MEC 2015).

During the OSSl project it was found that, even though there is a wide variety of guidance available, immigrants need a place where they can receive personal guidance targeted precisely at helping them advance along their study path. The OSSl guidance point started to provide this kind of support in 2017. At present, the OSSl guidance point is open two days a week for 4 hours at a time. The OSSl point provides immigrants with assistance in application-related matters as well as information on educational opportunities (basic education, upper secondary education, higher education, elective language studies and various courses). The OSSl guidance point also organises workshops, with such themes as

updating a CV, preparing for job interviews and entrepreneurship.

The number of visitors, matters handled and any follow-up measures taken are recorded at the OSSI guidance point. Many cases involve a great deal of investigative work. Below is a list of the matters for which OSSI guidance point visitors would like personal guidance.

- applying for vocational education and for higher education studies
- opportunities to improve language proficiency after integration training
- equation and recognition of foreign degrees
- applying for equivalence and qualification studies as well as completing missing/supplemental studies
- education and training alternatives (prior degree from home country that is equivalent in Finland)
- apprenticeship training
- degree programmes taught in English and English language courses
- free language training
- practising the highest level of Finnish online
- upper secondary school studies and preparatory studies for general upper secondary school (LUVA)

In order to flexibly advance along on the education path, counsellors must possess a wide range of knowledge and skills. They must be familiar with the region's education and training offering as well as the Finnish educational system. The more qualifications a counsellor has in guidance and Finnish as a Second Language (S2), the more effectively they will be able to help the immigrant advance. Ideally, the guidance point can even assess language proficiency during the same visit, thus ensuring that the client will be directed to the appropriate Finnish course level.

Immigrants and partners have given positive feedback on the OSSI guidance point services. The guidance point has the ability and expertise to comprehensively address immigrant matters and determine what the best next step should be. A functional, cost-effective operating model has been found for the OSSI guidance point. The challenge facing the final phase of the project is to fully establish this service.

References

Eronen, A., Härmälä, V., Jauhiainen, S., Karikallio, H., Karinen, R., Kosunen, A., Laamanen, J. & Lahtinen, M. 2014. Maahanmuuttajien työllistyminen. Taustatekijät, työnhaku ja työvoimapalvelut. [Online document] Ministry of Economic Affairs and Employment Publications. Employment and entrepreneurship 6/2014. [Cited 12 Nov 2017] Available: <https://tem.fi/documents/1410877/2859687/Maahanmuuttajien+ty%C3%B6llistyminen+10022014.pdf>

Finnish Education Evaluation Centre (FINEEC). 2017. Ammattikorkeakoulujen maahanmuuttajille järjestämä korkeakouluopintoihin valmentava koulutus vuosina 2010 – 2017. [Online document]. [Cited 22 Aug 2017]. Available: https://karvi.fi/app/uploads/2017/06/KARVI_1517.pdf

Finnish Government. 2016. Government Integration Programme for 2016–2019. [Online document] [Cited 12 Nov 2017] Available: https://julkaisut.valtioneuvosto.fi/bitstream/handle/10024/79156/TEMjul_47_2016_verkko.pdf?sequence=1

Leemann, L., Kuusio, H. & Hämäläinen, R.-M. 2015. Sosiaalinen osallisuus. Sosiaalisen osallisuuden edistämisen koordinaatiohanke (Sokra). National Institute for Health and Welfare. [Online document]. [Cited 12 Nov 2017]. Available: www.thl.fi/sokra

Marjomäki, J., Lindeberg, T. (2017) Maahanmuuttajat korkeakouluun valmentavan koulutuksen avulla. LAMK Pro. [Online journal]. [Cited 12 Nov 2017]. Available: <http://www.lamkpub.fi/2017/08/23/maahanmuuttajat-korkeakouluun-valmentavan-koulutuksen-avulla/>

Regional Council of Päijät-Häme. 2016. Regional Immigration Policy Programme of Päijät-Häme 2016-2020 [Online document] [Read 12 Nov 2017] Available: <https://www.lahti.fi/PalvelutSite/PerusopetusSite/Documents/Päijät-Hämeen%20maahanmuutto-ohjelma%202016-2020.FINAL.PDF>

Ari Hautaniemi

Promoting social capital through grass root radio

Social capital can be as valuable as other forms of capital. Just like money or education makes it easier to reach different goals and accumulate more capital, social capital enables network resources for achieving things. Social capital is composed of networks, ease of cooperation and trust that makes the collaboration of people within different kinds of networks possible. Trust in turn is based on the expectations of regular, cooperative and reciprocal behavior and it promotes a sense of confidence. It rests on shared social norms and values, unwritten but commonly understood formulae for determining approved patterns of behavior. (Koivumäki 2008.)

Social capital can be explained by the lack of it. For an unemployed youngster with no references it might be difficult for him to get noticed in the labour market. On the other hand, if one already has friends or relatives in organizations, these networks might constitute a gateway for him to get the opportunity to show his talent. The lack of social capital hinders our chances to get information, assistance or opportunities to contribute, and when this continues, we soon might become wary of trying.

Research suggests that just like making organizations and communities more effective and innovative, social capital can promote physical, mental and economic well-being of communities and societies (e.g. Bourdieu 1986;

Hyypä & Mäki 2000). Communities with high levels of social capital are often more democratic as people have equal opportunities and will to participate in development of that community. For example, social capital can promote resident's commitment to joint efforts, make them feel prouder of their community and make people take more responsibility in developing their neighborhood, thus being more of an active subject than an passive object in that community (Putnam 2000).

In societal context, social capital is created especially through active citizenship, civic and social participation and by having opportunities to take and be part of some meaningful group activity, such as sports or cultural clubs. Voluntary work and the networks it helps to create are also breeding ground for social capital. (Putnam et.al. 1993; Putnam 2000; Coleman 2000; Bourdieu 1986; OECD 2001.) In Finland, Pauli Niemelä (2004) has shown that social capital is strongest in towns where people have multiple ways to participate in communal activities. Joint activities, especially when exciting and significant, offer a ground to build common history and shared experience, which in turn promotes trust within people attending. Recent study by Markku Hyypä (2014) also shows that being part of cultural activity that entails collaboration with others seems to promote individual well-being as well.

In Europe there is a strong concern on youth involvement in decision making and developing joint future as there is a growing number of young people who don't feel attached to societies they live (EC 2017). In Finland it is shown that even though the Finnish youth have high knowledge on how societies work they are less likely to get involved in societal or political activities than the youth on other European countries (Blomqvist 2011). They also have less trust in their abilities to make an impact on societal development. Irina Blomqvist (2011) suggests that in addition to giving the youth knowledge on the society in general, efforts should be made in giving them skills and methods for active citizenship and participation, as well as in utilizing the mediums used and appreciated by the youth.

Community radio and participation

Community radio, like the title says, is based on certain community and its volunteers wanting to do grass root media. Community media, such as student radio, has the potential of promoting social capital within its producers but also within the community it's programs are targeted for. Social capital effects are especially strong when the people doing radio reflect the diversity of the community in large. (Van Vuuren 2001; Tawileh & Jaser 2012; Howley 2010.) In Finland community media has not gained the similar status it has in many other countries due to lack of financial support and legal justification (e.g. Kotisaari et.al 2014; Nermes 2013.) Despite this, research and experience suggest that community radio might well be worth investigating as a way of promoting social capital.

Lahti University of Applied Sciences has funded a student radio station, Limu Radio

since 2013. This independent, online radio station an example of a community radio station involving both university students and other community members, such as unemployed youth who want to share their music or other content with a committed audience. It is one of the only regular-basis student radio stations in Finland. Limu Radio is best described as a freeform streaming radio with music from house to hip hop, from jazz to soul, from punk to pounding hard rock. Limu Radio aims to offer alternatives for mainstream media and chances to learn a wide array of skills, such as networking, technology, communications and project management. The mission of Limu Radio (just like many other student radios) is to give different kinds of cultural phenomenon, music, people and minorities a channel to be heard and to experience the power of producing media content that would otherwise be blocked by the restrictions of commercial and public media, such as commercial viability or the demand for wide public interest (e.g. Ala-Fossi 1999; Quicke 2015).

Kortteliradio experiment

In late 2016 an effort to build both confidence and interest in making a difference was started with funding received from the Ministry of Education and Culture of Finland, when Limu Radio kicked off a joint 'Kortteliradio' ('Block radio') project with the Lahti City Library in order to give citizens of the Lahti area a chance to do community radio. Promoting citizens media skills is one of the roles designated to public libraries by the state (OKM 2010). From January to November 2017, the project has consisted of five streaming session days arranged in branch libraries in Lahti, where a pop up radio studio

has been set up. With assistance of media library assistants and Limu Radio technical staff, different kinds of library users have produced over 20 programs or shows from a variety of topics reflecting the diverse scope of communities and audiences. In Finland, libraries have developed technological facilities catering many needs from playing instruments to podcast production and live streaming. 'Kortteliradio' has utilized these facilities by introducing different kinds of library customers a chance for media production.

There have been people in their 40's to 70's discussing local history, literature and regional issues like environment and nature. Pre-school children have done shows about their favorite books and hobbies as well as daily life at the kindergarten. Elementary school pupils have done radio about leisure time activities, school, computer games and local news, things that are important and present in the life of a 10 to 14-year-old. High school students have had in-depth discussions about popular culture, societal issues and vegetarianism as well as uncertainty concerning life choices such as future study or career paths. None of the 'regular-joe-presenters' have had previous radio experience and all of them have been nervous to start. But after shaky first sentences their confidence has begun to build up and the level of enthusiasm grow.

Participants have been asked to give oral feedback after each session. They have expressed feelings of fulfillment and satisfaction after succeeding in overcoming the anxieties of public performance. The participants have felt enthusiasm to continue and they have asked when will they be able to do radio again. During each streaming session the participants have

experienced a positive circle of emotions: 1) Courage. Overcoming the anxieties of stepping in to the public sphere of radio; 2) Excitement. During the program, the level of enthusiasm to do content has risen. 3) Achievement. After each program the participants have felt that they have succeeded in doing something significant. 4) Empowerment. The participants have felt uplifted and excited to do more. Anxieties were replaced with ideas of new content.

Also, the opportunity to play music has been important to many which is no surprise. It has been showed that the ability to play music selected by the individual, even to a limited audience via radio has an immense empowering effect and the sense of being heard (Wagg 2004; Lull 1985). This became obvious especially with the high school students who had paid close attention to the songs they wanted to share with their listeners. Research has shown that music preferences play important role both in the individual identity building processes of an adolescent and in the communicating of a desired identity to the others (Berger & Heath 2007; Campbell et.al 2007).

Future implications

With the research in mind, the experiments with different attendees in the 'Kortteliradio' project have shown that community radio can be a powerful and engaging tool, giving people a voice. It can be an empowering vessel providing uplifting experiences on taking a stand and getting involved. 'Kortteliradio' has been a project but in order to build a strong grass root community radio culture, with public libraries as both the studios and a melting pots for diverse citizens to create media contents, more empiricism, evidence and experience is needed

in order to mold the 'Kortteliradio' model so that it best works for these different audiences and best helps promote trust, engagement and confidence in its makers. Also, more longitudinal evidence is needed of the long lasting effects of participation.

References

Ala-Fossi, M. 1999. Tähtien kylmä loiste. Tamepre: Tampere University Press.

Berger J. & Heath C. 2007. Where Consumers Diverge from Others: Identity Signaling and Product Domains. *Journal of Consumer Research*. Vol. 34 (2), 121-134.

Blomqvist, I. 2011. Suomalaisnuoret ovat osaavia, mutta passiivisia kansalaisia. *Hyvinvointikatsaus*. 3/2011, [Verkkodokumentti] [Viitattu 12.11.2017].
Saatavissa: http://www.stat.fi/artikkelit/2011/art_2011-09-26_001.html?s=0#1

Bourdieu, P. 1986. The Forms of Capital. In John G. Richardson (Ed.) *Handbook of Theory and Research for the Sociology of Education*. New York: Greenwood, 241-258.

Campbell P., Connell C. & Beegle A. 2007. Adolescents' Expressed Meanings of Music in and out of School. *Journal of Research in Music Education*. Vol 55 (3), 220 – 236.

Coleman, J. S. 1990. *Foundations of Social Theory*. Cambridge: The Belknap Press of Harvard University Press. [Verkkodokumentti] [Viitattu 12.11.2017]. Saatavissa: <https://sisphd.wikispaces.com/file/view/Coleman-Foundations+of+Social+Theory-ch+12.PDF>.

European Commission. 2017. Participation in Civil Society. [Cited 11.11.2017]
Available at: https://ec.europa.eu/youth/policy/youth-strategy/civil-society_en.

Hyypä, M. 2014. *Kulttuuri pidentää ikää*. Helsinki: Duodecim.

Hyypä, M. & Mäki, J. 2000. Edistääkö sosiaalinen pääoma terveyttä? Pohjanmaan rannikon suomen- ja ruotsinkielisen väestön kansalaisaktiivisuuden ja terveyden vertailua. Suomen Lääkärilehti. Vol.55 (8), 821–826.

Koivumäki, J. 2008. Työyhteisöjen sosiaalinen pääoma. Tampere: Tampere University Press.

Kotisaari, M., Kilpi, R., Lehtinen, K. & Laiho, J. 2014. Radion tulevaisuus. Liikenne- ja viestintäministeriön julkaisuja 8/2014. [Online document] [Cited 13.05.2015]. Available at: <https://www.lvm.fi/lvm-mahti-portlet/download?did=130326>.

Niemelä, P. 2004. Sosiaalinen pääoma Suomen kunnissa. [Helsinki] : Kunnallisanalan kehittämissäätiö. Kunnallisanalan kehittämissäätiön tutkimusjulkaisut nro 42.

OECD. 2001. The Well-Being of Nations: The Role of Human and Social Capital. Paris: OECD.

OKM. 2010. Yleisten kirjastojen laatusuositus. Helsinki: Opetus- ja kulttuuriministeriö. Opetus- ja kulttuuriministeriön julkaisuja 2010:20.

Putnam, R. 2000. Bowling Alone. New York : Simon & Chuster.

Putnam, R. D., Leonardi, R. & Nanetti, R. Y. 1993. Making Democracy Work: Civic Traditions in Modern Italy. Princeton, NJ : Princeton University Press.

Quicke, R. 2015. A Brief History of American College Radio. New Jersey: William Paterson University. [Unpublished manuscript]

Tawileh, A. & Jaser, E. 2012. Community Radio in Africa. Cost effective ICT Tool to Connect Geographically Dispersed Communities. International Journal of Computer and Information Technology. Vol. 1 (2), 73-80.

Tsai, W. & Ghoshal, S. 1998. Social Capital and Value Creation: The Role of Intrafirm Networks ACAD MANAGE J. Vol. 41 (4), 464-476.

Van Vuuren, K. 2000. Beyond the Studio: A Case Study of Community Radio and Social Capital. Paper presented at CBAA Conference, 25th November.

Wagg, H. 2004. Empowering Youth With Radio Power: "Anything Goes" on CKUT Campus-Community Radio. Journal of Radio Studies. Vol. 11 (2), 268-276.

PART 3:
ENTREPRENEURSHIP AND
SERVICE DEVELOPMENT
IN THE SOCIAL AND HEALTH
CARE SECTOR

Pirjo Tuusjärvi

Dynamic co-operation and networking in the Päijät-Häme social welfare and health care sector

Introduction

The operating environment of the social welfare and health care is facing major changes, which are being influenced by several different factors. The main driving force behind this change is the currently ongoing reform of social welfare and health care, which is one of the most sweeping reforms of social welfare and health care administration that Finland has ever seen. The objective is to mitigate disparities in well-being and health between people, improve the equality and accessibility of services, and curb social welfare and health care costs. In the reform, the conventional purchaser-provider models are being replaced by more client-friendly multi-provider service models based on competition. This makes it easier for SMEs to also provide services. (Finnish Government, 2016).

Success of the social welfare and health care reform also requires competitive neutrality, thus making use of all available resources, ensuring equal opportunities for public and private enterprises as well as an equal competitive position. These ensure the freedom of client choice and promote the benefits of multi-provider services. Seamless service

chains and, in particular, self-care services for maintaining functional capacity and health will be emphasised in the future. The possibilities offered by digitalisation will be utilised more in providing services in order to make the service offering client-oriented and cost-effective. Electronic solutions and operating models play a key role in achieving the operative targets of social welfare and health care reform (MSH, 2014).

Another factor influencing change is the ageing of the population. Finland has the fastest rate of ageing in Europe, and the percentage of citizens 80 years old and over, in particular, is rising. With an ageing population and an increased need for services, the demand for and use of health care and welfare services will increase. According to national policies, institutional care will be dismantled and services for the ageing population will be geared toward independent living and services without accommodation. (MEE, 2011). The demands placed on services combined with a decreasing dependency ratio result in pressure to make changes, with regard to service quality, content and costs. New approaches are needed to

provide quality services cost-effectively. (MEE, 2014).

The third driver of change in the sector's operating environment is the increasing use of digitalisation in social and health services. By international standards, Finland is a leading country in the electronic information management of social welfare and health care. One example of this is the Kanta national data system for health care and welfare services (THL, 2014). The objective of the Kanta services, which are contained in the National Health Archive, is to promote the continuity of care and patient safety. According to the National Institute for Health and Welfare (2014), national electronic services include electronic prescription (Prescription Centre), Patient Data Repository, Pharmaceutical Database, My Kanta (online citizen access to their medical records) as well as a nationally uniform data structures and code sets for electronic patient case histories, i.e. a data management service.

In addition to electronic information management, health technology and robotics are already a part of health care in Finland and continue to grow in importance. The development of devices and aids specifically intended for the elderly is booming. Some of the technologies being developed are intended for home use, while others are designed to meet the needs of nursing and service homes (YLE, 2016). In addition to safety technologies, robots are also becoming part of the daily routine for elderly people. They distribute medications, assist with patient transfers and are also used as both a physical aid in rehabilitation and a medium for social interaction. (Union of Health and Social Care Professionals – Tehy, 2016)

All of these reforms as well as slow economic

growth in recent years, the sustainability gap and growing service needs of the future require structural reforms and the implementation of new operating models in the organisation and provision of social and health services. The demands placed on social and health services combined with a decreasing dependency ratio result in pressure to make changes, with regard to service quality, content and costs. Reforms require health and welfare service providers to update their operating approaches, as the service provision, logic and provider chain must be re-examined. Furthermore, sector products and services must be made more client-oriented, while looking at needs from the user's perspective. New approaches are needed to provide quality services cost-effectively. (Social Insurance Institution of Finland - Kela, 2016; MSH, 2014). According to Ministry of Economic Affairs and Employment (2011) policies, businesses must be able to meet the needs brought about by changes in the operating environment by developing new, individual services in co-operation with user communities and a wide range of actors.

The need for co-operation and networking in Päijät-Häme

Changes in the operating environment require greater agility and networking ability, new multi-actor and multisectoral service expertise, and new ways of working together from sector businesses and public actors. In the future, welfare and health care services will be provided in multi-actor network co-operation, or ecosystems, where the sharing and integration of information as well as its joint development are essential requirements for setting common goals and achieving them. Functional,

effective service entities are built by the joint contributions of multiple actors and operating approaches based on partnership.

On average, welfare and health care sector businesses are small, with many falling within the scope of micro-enterprises. Over 80% of health care service providers employ less than two people, which, according to estimates, is due to the large number of self-employed people in certain sectors (MEE, 2011). The challenge facing businesses is, in particular, expanding their service offerings and clientele as well as developing their network expertise and functions (MSH & Association of Finnish Local and Regional Authorities, 2015).

Also in the Päijät-Häme region, social welfare and health care reform represents a far-reaching structural change, which steers development in the sector and has a major impact on the restructuring and development of business in the sector. Päijät-Häme has some 2,500 welfare and health care enterprises, which employ nearly 5,000 people. Businesses provide social welfare, health care, rehabilitation, health exercise, health and well-being tourism, nature and experiential services and/or products as well as related technologies and equipment (Lahti University of Applied Sciences, 2015).

The Päijät-Häme Joint Authority for Health and Wellbeing, which is responsible for providing social and health services in the region until this responsibility shifts to the regional council at the beginning of 2019 or 2020, started its operations at the beginning of 2017. After this, the Federation will continue to serve as a service provider alongside businesses. Changes in the social and health service sector further reinforces the role of the region's SMEs and third sector, creates new opportunities for

welfare and health care enterprise and increases business opportunities.

Facilitating the ability to respond to changes in the operating environment brought about by the social welfare and health care reform and seize new business opportunities requires SMEs and public actors in the welfare and health care sector to work together. According to the Health Sector Growth Strategy for Research and Innovation Activities (2014), national and local health care operating environments, or ecosystems, containing enough resources and processes to feed innovation must be developed to enhance competitiveness. The ecosystem adapts to changes in the environment and is itself a trial platform, in which a network of local businesses, research institutes, funding providers, developers and experts constantly generate new ideas and test their commercial potential. The functioning of the ecosystem requires businesses to have an even greater capacity to develop and apply their expertise as well as the courage to pilot and learn from joint trials. Achieving goals in co-operation between various actors requires common operation methods and seamless information flows between actors. (Hautamäki & Oksanen, 2012).

Adopting an ecosystem approach

In Päijät-Häme, the requirements for network co-operation in the welfare and health care sector have already been set for several years by key research and development organisations. Despite these measures and the region's strategic objectives, the field of regional welfare and health care actors remains fragmented, co-operation between them is disorganised and development work is done separately, thus failing to capitalise on synergies. It is for this

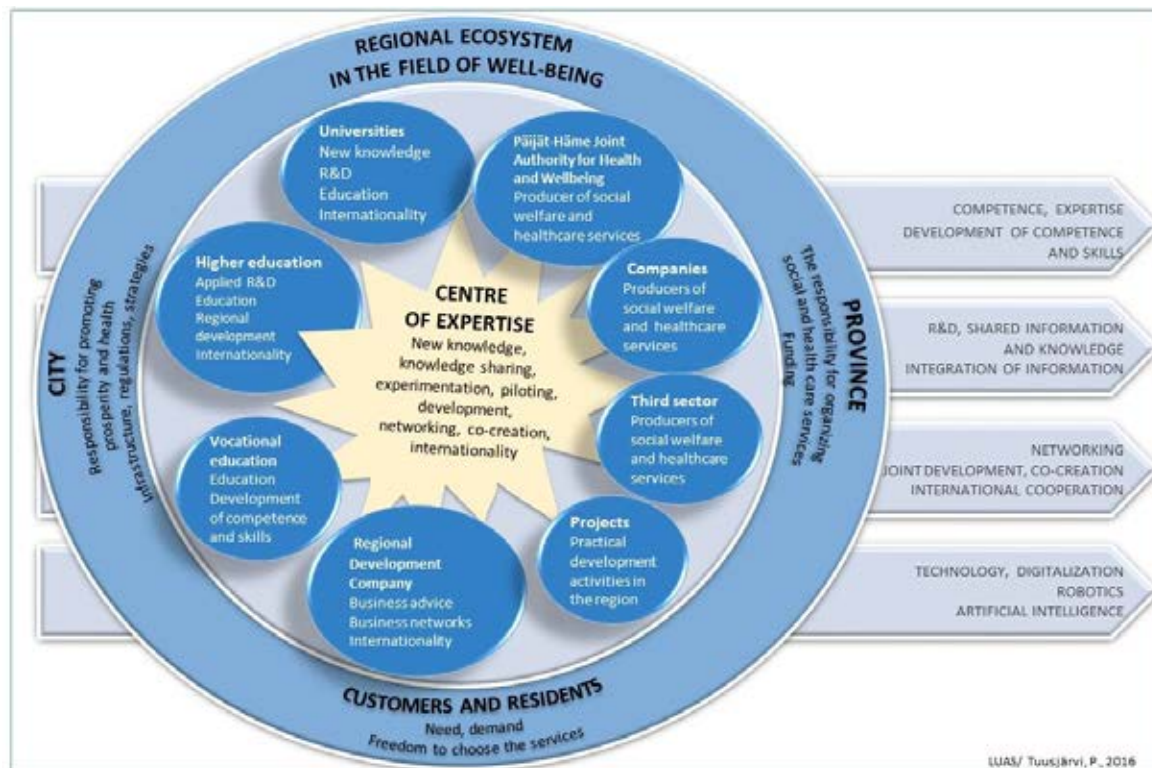


Figure 1: The actors, functions and cross-cutting themes of the Päijät-Häme centre of expertise.

reason that the Päijät-Häme region needs to further enhance ecosystem-type activity in the welfare and health care sector.

The HYVÄ - Centre of expertise for welfare and health as the engine for welfare and health care enterprise in Päijät-Häme) project was launched to achieve this objective.

The project will run from 1 May 2017 to 30 October 2019, and it being funded by the Häme Centre for Economic Development, Transport and the Environment (ELY Centre). Lahti UAS is the project administrator. In the HYVÄ project, the welfare and health sector refers to various public, private and third sector social and health services as well as, more generally, the promotion of health and well-being, including related products and technologies, exercise services and various home-based services, such as cleaning and meal delivery.

In the HYVÄ project, ecosystem operations are seen as a dynamic network, in which all the actors interact closely with each other and local resources, such as knowledge and expertise, are put to use. The objective of the project is to pilot a welfare and health care centre of expertise model to increase the networking of regional SMEs in the welfare and health care sector, the joint innovation, conceptualisation and piloting of new service forms and products, and the expansion and internationalisation of welfare and health care enterprise (Figure 1).

A centre of expertise model is built by developing coaching and expertise that have a direct impact on SME operations as well as by enhancing the regional networking of welfare and health care businesses and establishing international networks. The HYVÄ project promotes the networking of SMEs operating in the welfare and health care sector as well as

businesses operating on the fringes of the sector (e.g. technology, logistics). It also increases the number of opportunities for founding new businesses around innovative services and products. The development of SME business and innovation can be promoted by making use of existing international networks and through peer learning.

The conditions for building and launching a centre of expertise are in place, as the groundwork and guidelines for a co-operative network have already been established previously in funded projects. This project uses materials produced in earlier projects and works in co-operation with other currently running projects.

References

Hautamäki, A. & Oksanen, H., 2012. Suuntana innovaatiokeskittymä. Jyväskylä: University of Jyväskylä, Agora Center.

Lahti University of Applied Sciences (2015). Hypake-Hyvinvointialan kehittämisalusta ja palveluinnovaatiot -hanke. [Online document] [Cited 23 Nov 2017]. Available: <http://www.lamk.fi/projektit/hypake/Sivut/default.aspx>

Social Insurance Institution of Finland - Kela Digitalisaatio muokkaa sotea. [Online document] [Cited 23 Nov 2017]. Available: <https://sosiaalivakuutus.fi/digitalisaatio-muokkaa-sotea/>

Ministry of Social Affairs and Health & Association of Finnish Local and Regional Authorities Tieto hyvinvoinnin ja uudistuvien palvelujen tukena - Sote-tieto hyötykäyttöön -strategia 2020. [Online document] [Cited 23 Nov 2017]. Available: https://www.julkari.fi/bitstream/handle/10024/125500/URN_ISBN_978-952-00-3548-8.pdf?sequence=1

Union of Health and Social Care Services - Tehy 2016. Tehy vaatii robotiikka- ja digitalisaatiostrategiaa sosiaali- ja terveysalalle. Press release 23 Nov 2016. [Online document] [Cited 23 Nov 2017]. Available: <https://www.tehy.fi/fi/mediatiedote/tehy-vaatii-robotiikka-ja-digitalisaatiostrategiaa-sosiaali-ja-terveysalalle>

National Institute for Health and Welfare. 2014. Information management in social welfare and health care. Kanta Services. [Online document] [Cited 23 Nov 2017]. Available: <https://www.thl.fi/en/web/information-management-in-social-welfare-and-health-care/information-system-services>

Ministry of Economic Affairs and Employment 2016. 2017. Onnistuessaan sote avaa markkinat pk-yrityksille. Maakuntauudistus. [Online document] [Cited 23 Nov 2017]. Available: http://tem.fi/maakuntauudistus/-/asset_publisher/Ov7RUG898Mk1/blog/onnistuessaan-sote-avaa-markkinat-pk-yrityksille

Ministry of Economic Affairs and Employment 2014. Health Sector Growth Strategy for Research and Innovation Activities 2014. MEE Reports 12/2014. [Online document] [Cited 23 Nov 2017]. Available: <https://tem.fi/documents/1410877/3437254/>

Health+Sector+Growth+Strategy+for+Research+and+Innovation+Activities+26052014

Ministry of Economic Affairs and Employment. 2011. Hyvinvointialan työ- ja elinkeinopoliittinen kehittäminen – HYVÄ - ohjelma. [Online document] [Cited 23 Nov 2017]. Available: <https://tem.fi/documents/1410877/2934378/Hyvinvointialan+ty%C3%B6-+ja+elinkeinopoliittinen+kehitt%C3%A4minen+-+HYV%C3%84+2011-2015,+Tavoitteet+ja+toimenpiteet>

Finnish Government, 2016. Mitä sote-uudistus tarkoittaa minulle. Sosiaali- ja terveystieteiden tutkimuskeskus, 2016. [Online document] [Cited 23 Nov 2017]. Available: http://alueuudistus.fi/documents/1477425/2271254/Mit%C3%A4+sote-uudistus+tarkoittaa+minulle_SU.pdf/ceb57cb2-025d-44a2-80bf-c2634d7c66b5

Yleisradio, 2016. Kauppakassirobotti, älylattia, paikannuslaite... – Ikääntyneiden teknologia kehittyy vauhdilla. YLE News 7 Apr 2016. [Online document] [Cited 23 Nov 2017]. Available: <https://yle.fi/uutiset/3-8790692>

Anne Timonen

Networking social welfare and health care businesses project - anticipating and preparing for the social welfare and health care reform in 2020

Changes pose a challenge to businesses in the social welfare and health care sector

The national social welfare and health care reform, which was finalised in 2016, will change the structures of service provision and availability in the social welfare and health care sector, thus providing the client with more freedom of choice when deciding on the services they will consume. Structural change and an updated operating environment will affect all stakeholder actors in social welfare and health care: the private sector, third sector, basic health care, specialised medical care, social services and pharmacies (julkari.fi).

The region of Päijät-Häme is preparing for the future by creating the conditions for the development of social and health services and operations that transcend municipal boundaries even before the national social welfare and health care reform enters into effect. At present, however, there are only estimates on its implementation given on its timetable. The social welfare and health care reform is set to

enter into effect in 2020.

Social welfare and health care reform will usher in new competition between the current public providers of social and health care services and operators in the private and third sector. Small operators may participate as service providers on the reformed social welfare and health care market along with larger health service centres. Technological development and socially significant changes in the operating environment offer small social and health service providers an opportunity, but they also pose a challenge. Changes in the operating environment challenge conventional company forms, business models and expertise. In order to keep up with the ever tightening competition on the social and health service market, the operating models of businesses must be developed along with the changes and conventional company forms can no longer be considered the only right approach. Businesses need to expand their business acumen and increase their resources: the ability to position themselves and find their own market; find the right partners and build

partner networks in support of their revenue generation model and business operations; and learn how to operate in networks and maintain a command of network business processes (Toivola 2006).

The Lahti University of Applied Sciences is actively involved in the Päijät-Häme region's reform development, operating in different growth and welfare development networks as well as on entrepreneurship promotion projects together with public organisations and the third sector in the Lahti economic area, in accordance with its regional development task and strategy. (Lahden ammattikorkeakoulu Oy, 2015a; Lahden ammattikorkeakoulu, 2015b).

Networks as business structures

Networking is the organising of co-operative relationships between different actors. A network can be used by businesses to develop their operations and find solutions, for which their own resources would be inadequate without outside input. As part of a network, entrepreneurs outside growth centres are also offered entirely new opportunities for success (Niemelä 2002). Sectoral boundaries will be removed and businesses operating in different fields can work together in a profitable way. In practice, the development and benefit aspect of networking is primarily an industrial management one, where the focus is to promote the competitiveness and performance of business (Pietiläinen, Lehtimäki & Keso 2005).

Network economy business model goals involve more than just co-operation between businesses and the use of social networks. In a network economy, the primary focus is given to businesses concentrating on their core expertise, operative partnerships between

businesses, trust, shared values and operating on common markets.

Network entrepreneurship is a form of business organisation in which networks play a key role. The creation and success of business are affected by an enterprise's ability to build networks. Partners operating in a network enjoy equal status and their operations are based on mutually agreed matters, actions and interaction.

Network entrepreneurship operating models specify five different types of small enterprise networks: exchange network, interaction network, social network, horizontal network and vertical network. The choice of network model depends on the sector as well as on the needs and goal of the business. The vertical or horizontal network type would best suit the developmental needs of SMEs and micro-enterprises operating in the social welfare and health care sector. In a vertical network, businesses are members of the same value chain and their products and services complement one another. Horizontal networks are co-operative networks functioning within the same sector between competitors. With regard to entrepreneurs operating in the welfare and health sector, the most typical network for sole proprietors is a personal network, which serves as a safety net when dealing with resource deficits and minor operational risks (Toivola 2006).

A network enterprise can be formed from the partnership of two businesses operating side by side in accordance with their network type or a focal company model consisting of a group of allied businesses. The focal company works in co-operation with independent business network members under a mutual agreement,

without any hierarchical authority. It maintains and oversees network activity by setting a mandate.

In a network enterprise, partners plan and execute business processes together. In this regard, the partners' ability to anticipate and innovate serve as the basis for creating new products and services. Network enterprises are legally independent operators, with their own finances and other basic company characteristics. On the other hand, networks and their boundaries are not static. Many network entrepreneurs belong to multiple network groups and operate within several businesses at the same time. (Valkokari, Valjakka, Hakanen, Kupi & Kaarela, 2014.)

The opportunities and challenges of network enterprise

The competitiveness of networks and their operation on a market are based on complementary functions or service offerings as well as the specialisation, speed and flexibility to meet their customers' needs. In this regard, an individual business can grow, reap cost benefits, gain expertise or new professional information, share risks, move to enter new markets and bring in new clientele. A network can also operate together in just one area, such as production or marketing. A network enterprise offers its member businesses operative and financial strength, but its inherent reciprocity also requires partners to establish mutual trust as well as the desire and ability to function in the group in a way that benefits all members.

The networking and co-operation of social and health service businesses and other actors will play a key role in the new social welfare and health care operating environment.

Future social welfare and health care groups, business communities and diverse alliances not only provide financial advantages, they can also serve as the platform for creating new, innovative services. During preparation of the Lahti UAS Verkostoituvat sote-yritykset project, various hospice and care sector businesses in the region were interviewed concerning their needs and the effects that social welfare and healthcare reform will have on business. Päijät-Häme Entrepreneurs views on the needs of its members are similar to this. Introduced in discussions, areas needing development included shared production equipment and facilities, joint procurement and bidding expertise, shared financial risk, electronic data transfer solutions and digital expertise. Businesses also wanted support in finding financial resources and funding channels.

Small welfare and health care businesses expressed a need to form alliances with other social and health service providers in an effort to ensure operational continuity and give customers freedom of choice. Practical examples of problems encountered is the use of service vouchers. Receipt of a service voucher requires a business to provide services 24/7, which is often not possible for many businesses due to operational and personnel constraints. A solution to this might be finding a suitable partner with the necessary resources, thus fulfilling the criteria for receiving service vouchers and allowing the business to expand its service offering.

Network enterprise is never problem-free, even with clearly-defined concepts available - it is simply a matter of finding a balance between its advantages and disadvantages. A joint commitment to certain projects rules out any

other interesting

projects. Due to the nature of networks, co-operation ties up a large amount of resources and any concurrent projects are seen as competing against each other. The foundation of a business is comprised of its people, their interaction skills and social competence, and the desire to operate in networks. When it is a question of money, customers or business secrets, businesses operating in networks are required to adopt an attitude focused on sharing and a win-win philosophy. Networks also carry risk, with financial risk having the most critical impact. Businesses can prepare for these risks through risk management and its planning. Identifying the risks can prevent them from being realized, thus mitigating some of the disadvantages of networking (Vakaslahti 2004).

Lahti UAS supports development of social welfare and health care reform in the Päijät-Häme region as well as the functional capacity and business expertise of social and health care businesses through its Verkostoituvat sote-yritykset project. The goal of the project is to coach Päijät-Häme social and health care businesses to anticipate and prepare for changes in the operating environment by means of network economy and network enterprise models. This article provides background information on the themes and content presented in the Verkostoituvat sote-yritykset project, which was launched on 1 January 2018. The project was a joint effort by the Lahti University of Applied Sciences (Lahti UAS), Lappeenranta University of Technology (LUT), Päijät-Häme Entrepreneurs and Lahti Region Development LADEC Ltd. The project was funded by the European Regional Development Fund (ERDF) and Päijät-Häme Regional Council.

References

Lahti University of Applied Sciences (2015). Regional Development Programme 2020. [Online document] [Cited 8 Nov 2017]. Available <http://www.lamk.fi/english/about/strategy/Documents/lamk-regional-development-programme.pdf>.

Lahti University of Applied Sciences (2015). Lahti University of Applied Sciences Strategy 2020. [Online document] [Cited 8 Nov 2017]. Saatavilla <http://www.lamk.fi/lamk-oy/strategiat/Documents/lamk-strategia.pdf>.

Ministry of Social Affairs and Health Digital publications archive 2017 www.julkari.fi [Online document] [Cited 8 Nov 2017]. Saatavilla https://www.julkari.fi/bitstream/handle/10024/125500/URN_ISBN_978-952-00-3548-8.pdf.

Niemelä, S. 2002: Menestyvä yritysverkosto. Helsinki: Edita Publishing Oy.

Pietiläinen, T. & Lehtimäki, H. & Keso, H. 2005: Liiketoimintaosaamisen lähtökohdat — innovatiivinen ja verkostomainen yrittäjyys. Teknologiakatsaus 175 / 2005. [Online document] [Cited 8 Nov 2017]. Available: <https://www.tekes.fi/globalassets/julkaisut/liiketoimintaosaaminen.pdf>.

Toivola, T. 2006: Verkostoituva yrittäjyys – strategiana kumppanuus. Helsinki: Edita.

Vakaslahti, P. 2004: Jalosta liikesuhde kumppanuudeksi - alihankinnasta yhdessä tekemiseen. Helsinki: Talentum.

Valkokari K., Valjakka T., Hakanen T, Kupi E. & Kaarela I. 2014: Palveluverkoston kehittämisen työkirja, Utigvare – Publisher. [Online document] [Cited 8 Nov 2017]. Available http://www.vtt.fi/files/projects/verka/VTT_SHINE_Tyokirja_B5.pdf

**PART 4:
COMPETENCE
DEVELOPMENT
AND WELLBEING
AT WORK**

Eveliina Kivinen

Developing Simulation Pedagogy in Higher Education - Training competent nursing simulation educators

Abstract

Simulation can be described as a technique to replace or amplify real experiences with guided experiences (Gaba 2004) in safe learning environment for practice and learning. As a teaching and learning method, simulation is effective and widely accepted method in health care education and the use of simulation in undergraduate nursing education has significantly increased during the last decade. Simulation-based education has potential to develop future professionals' knowledge, skills, attitudes and confidence (Doolen et al 2016, Kim et al 2016, Yuan et al 2012, Cant & Cooper 2009.) Yet, simulation education sets a wide range of requirements for the instructor's competence (Keskitalo 2015). Successful implementation of simulation requires competency in simulation pedagogy, skills to create safe learning environment and facilitate debriefing discussions. In addition, technical expertise is needed. Although there is multidisciplinary simulation instructor training available, there is evidence that staff and faculty are not adequately trained (Doolen et al 2016,

LaFond & Blood 2016) and the need to train nurse educators towards the effective and efficient use of simulation pedagogy is indicated.

In Lahti University of Applied Sciences (Lahti UAS) simulation has been used as a teaching and learning method for several years and educators have been eager to develop simulation pedagogy. This article focuses on presenting results of one ongoing research and development project developing simulation in nursing education. In this article Lahti UAS Simulation Center SimuLti and the international Simulation Pedagogy for Academic Development (iSPAD) project is presented. In particular, the article focuses on introducing one project's output, an educational course developed, from a trainer's point of view. This Simulation Champion programme, simulation instructor training course for nurse educators, was developed in cooperation with the University of Malta. In the article, the development process and the first implementation of the programme in Lahti UAS in June 2017 is described. The article also explains the research data gathered and presents the preliminary outcomes and results.

Multiprofessional Simulation Center SimuLti

Lahti UAS Simulation Center SimuLti is higher education learning environment that enhances multiprofessional authentic learning experiences for Lahti UAS students and working life partners. Often the learning environment is also described as a construction site for professional growth, which perfectly describes the learning activities. The name of the learning environment (SimuLti) reflects the key words simulation (sim), multiprofessional (multi), and the fact that the environment is located in Lahti (Lti). A main objective is to offer high-quality student centered inspiring learning experiences in a safe learning atmosphere. Experienced and trained specialists encourage learners to discuss, reflect, give feedback to each other and provide encouraging feedback for the learners.



Figure 1: Nursing students practicing in Lahti UAS Simulation Center SimuLti

In Lahti UAS simulation education was first introduced in nursing education 2012-2013. Shortly thereafter other fields of education were also inspired to use the simulation learning method. One of the key directions of development in SimuLti is to develop a simulation pedagogy together with educators, students and working life partners. Simulation enthusiastic faculty members have specialized in developing education, providing faculty development and interested in building the learning environment. Currently the new mobile simulation for the development of work communities and a new simulation center is being built for a new Lahti UAS campus area to be opened in August 2018. Several RDI -projects have been developed in SimuLti and one of the latest ones is iSPAD – project.

iSPAD –project and Simulation Champion Programme

The international Simulation Pedagogy for Academic Development (iSPAD) project improves the utilization of simulation teaching and learning method in nursing education. The project is financed by Erasmus +Programme and the main coordinator of the project is University of Malta. Altogether, there are ten (10) higher education organizations from six (6) European countries co-operating together. Project aims to develop innovative teaching methods using simulation to enhance key competencies of nursing students, and to develop educators' competences in simulation education. The aim of the project is to develop a training programme for simulation champions (nurse educators) and a universal simulation scenario resource consisting three simulation scenarios, which will be developed, tested and evaluated.

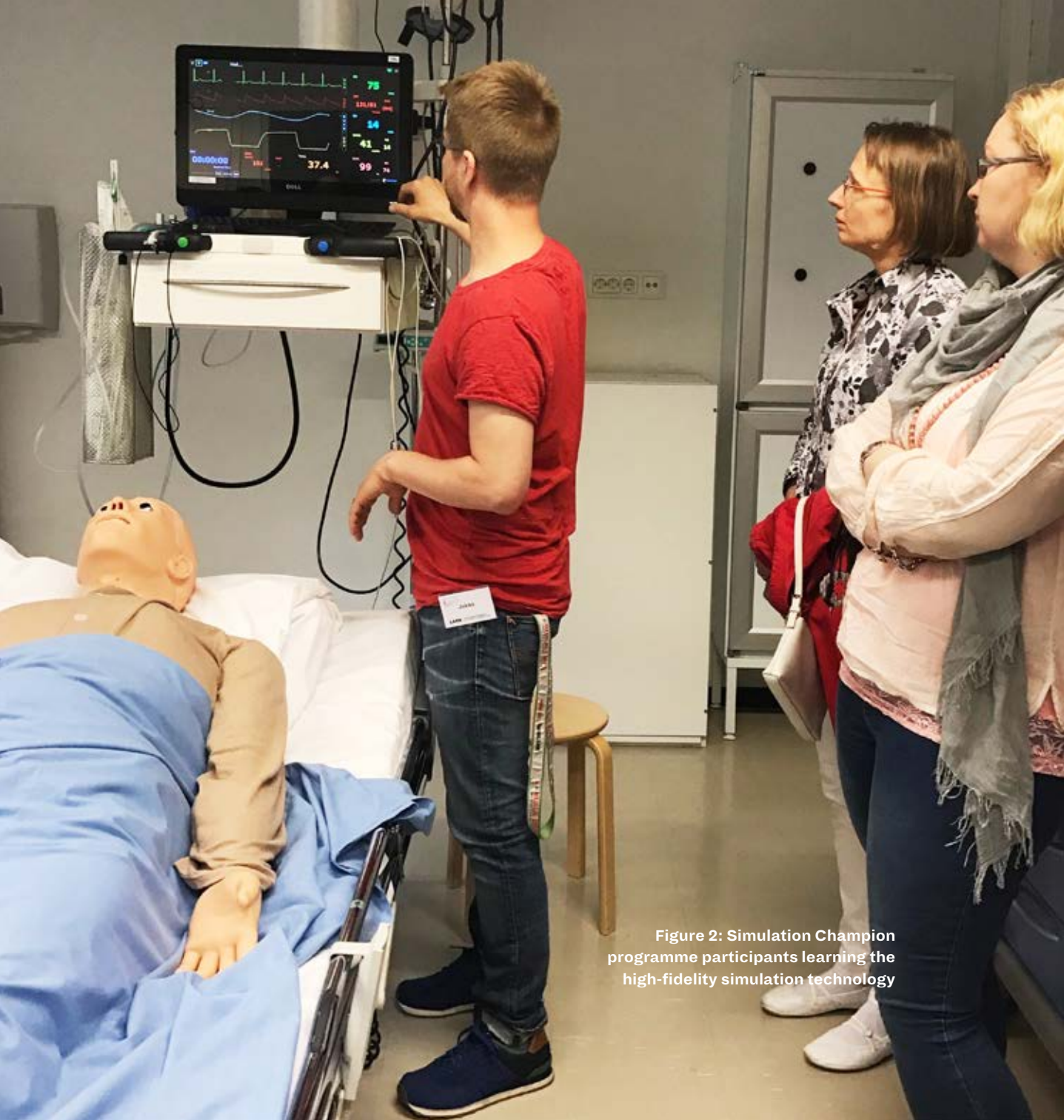


Figure 2: Simulation Champion programme participants learning the high-fidelity simulation technology

Project started in 2016 and the Simulation Champion programme was the first output of the project. Pedagogical education was planned together with Malta University and the training was carried out by two simulation experts from Lahti UAS. Simulation has been widely studied and there is research data available and INACSL (2017) has created Standards of Best Practice: SimulationSM guidelines to enhance evidence based development of simulation education. Utilization of research data available and the earlier experience of the experts provided a good foundation for the development of the programme. Nevertheless, in planning phase it was noticed that there is limited research findings on the competencies required or development of competencies of educators in simulation-based learning (Topping et al 2015).

The programme (5 ECTS) included e-learning and a five-day intensive training course in Finland. Competency based learning outcomes was designed to reflect European Qualification Framework (EQF) level 6 and the programme aimed to enable participants to design, implement and evaluate simulation education in higher education, in an effort to equip them with the skills, knowledge and competences to act as simulation champions in their respective entities. International evidence based information was utilized to construct the programme to emphasize key elements in simulation education. The learning objectives of the program were agreed with the higher education institutions in advance and the program was also sent to comment on the project's external international simulation-learning experts. These measures aimed at ensuring the quality of the training programme.

All together Simulation Champion week had twenty (20) participants from ten (10) different higher education organizations from Malta, Norway, United Kingdom, Ireland, Italy and Finland. Some of the participants were launching simulation education in their organizations and part of the participants were considered as expert level simulation educators. The programme was designed to facilitate discussion, sharing expertise and to experiment designing and testing new simulation scenarios. Online training activities were built to support these goals.

Evaluation of the Programme

The Simulation Champion programme and its development was evaluated using both quantitative and qualitative approaches. The ethics clearance from University of Malta and Lahti UAS was applied in advance and each participant was asked for a written consent to participate in the study. After the training, a focus group interview amongst participants and amongst the educators who developed and ran the programme were organized. Also content analysis of the online posts of participants and analyses of the financial costings of development of the programme will be implemented. The results will be published in international conferences and peer reviewed journals.

Although challenges were identified, initial results are very positive. Participants and higher education organizations varied and there were different needs, understanding and experiences of simulation education and also resources available for simulation education in organizations were different.



Figure 3: Simulation Champion programme participants in debriefing discussion

Yet, the participants experienced that quality development of simulation education is important and the promotion of international co-operation and resource sharing is needed.

Conclusions

Simulation education has proved to be a significant and valid teaching method in health care education. High-level simulation education requires a new role and versatile skills from the educators. Educators have different background and they are familiar with the simulation in different ways, but they all have important role in facilitating students learning. Simulation educators' pedagogical development is often based on experience and self-confidence in the facilitator role, and not on a deeper theoretical pedagogical knowledge. (Allvin et al 2017.)

The purpose of the iSPAD - project is to develop a simulation of learning in nursing education and the first output was to train the trainers and to provide space to discuss and understand simulation training in the same way and in commonly understood concepts. Literature highlights effective scenario design competency of the simulation facilitators (Huffman et al 2016) and debriefing skills (Levett-Jones & Lapkin 2014) for these reasons, the program was built so that participants had the opportunity to learn from each other and

build simulation scenarios together. Scenarios were reflected together and tested with nursing students. Eight (8) Lahti UAS nursing students participated in the implementation of the programme and participated in the simulation scenarios. Students' perception of high-quality simulation and good guidance and best practices were also raised for discussion. Participants' feedback on hands-on practical learning was excellent and reflection together was considered important.

The first result of the iSPAD -project, the implementation of Simulation Champion programme in co-operation with foreign universities and higher education institutes, was a professionally very important experience from the trainer's point of view. Cooperation with the University of Malta was very rewarding and now both organizations have the right to organize certified simulation instructor education. High-quality simulation teaching plays a major role in the quality of nursing education. Research and development projects have the potential to develop the knowledge and competitiveness of the region, but also to develop practices in international level. The project continues and in the fall of 2018, it is time to test and evaluate the simulation scenarios in all project partner organizations.

References

- Allvin, R., Berndtson, M., Carlzon, L., Edelbring, S., Hult, H., Hultin, M., Karlgren, K., Masiello, I., Södersved Källestedt, M.L. & Tamás, É. 2017. Confident but not theoretically grounded - experienced simulation educators' perceptions of their own professional development. *Advanced medical education practice*. [Electronic journal]. Vol. 20(8), 99-108. [Cited 15 Nov 2017]. Available at: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5268374/>
- Cant, R. P., & Cooper, S. J. 2009. Simulation-based learning in nurse education: Systematic review. *Journal of advanced nursing*. [Electronic journal]. Vol. 66(1), 3-15. [Cited 15 Nov 2017]. Available at: <http://sites.uci.edu/medsim/files/2015/03/simulation-base-learning-in-nursing-education.pdf>
- Doolen, J., Mariani, B., Atz, T., Horsley, T., Rouke, J., McAfee, K. & Cross, C. 2016. High-Fidelity Simulation in undergraduate nursing education: A review of simulation reviews. *Clinical simulation in nursing*. [Electronic journal]. Vol. 12(7), 290-302. [Cited 15 Nov 2017]. Available at: [http://www.nursingsimulation.org/article/S1876-1399\(16\)00012-8/abstract](http://www.nursingsimulation.org/article/S1876-1399(16)00012-8/abstract)
- Gaba, D.M. 2004. The future vision of simulation in health care. *BMJ quality & safety*. [Electronic journal]. Vol.13(1), 2-10. [Cited 15 Nov 2017]. Available: http://qualitysafety.bmj.com/content/qhc/13/suppl_1/i2.full.pdf
- Huffman, J. L., McNeil, G., Bismilla, Z. & Lai, A. 2016. Essentials of scenario building for simulation-based education. In: Grant,V.G & Cheng, A. (eds.). *Comprehensive healthcare simulation: Paediatrics*. Springer International Publishing.19-28.
- INACSL 2017. Standards of best practices: Simulation. [Cited 15 Nov 2017]. Available at: <https://www.inacsl.org/i4a/pages/index.cfm?pageid=3407>
- Keskitalo, T. 2015. Developing a pedagogical model for simulation-based healthcare education. [Online document]. Academic dissertation. University of Lapland, Faculty of education. Rovaniemi. *Acta Electronica Universitatis Lapponiensis* 167. [Cited 15 Nov 2017]. Available: http://lauda.ulapland.fi/bitstream/handle/10024/61885/Keskitalo_Tuulikki_ActaE167_pdfA.pdf?sequence=2&isAllowed=y
- Kim, J. Park, J.H., Shin, S. 2016. Effectiveness of simulation-based nursing education depending on fidelity: a meta-analysis. *BMC medical education*. [Electronic journal]. Vol. 23(16). [Cited 15 Nov 2017]. Available at: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4877810/>

LaFond, C.M. & Blood, A. 2016. Targeted simulation instructor course for nursing professional development specialist. *Journal of nurses professional development*. [Electronic journal]. Vol. 32(6), 284–293. [Cited 15 Nov 2017]. Available at: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5123766/pdf/nihms815435.pdf>

Levett-Jones, T. & Lapkin, S. 2014. A systematic review of the effectiveness of simulation debriefing in health professional education. *Nurse education today*. [Electronic journal]. Vol. 34(6), 58-63. [Cited 15 Nov 2017].

Topping, A., Bøje, R.B., Rekola, L., Hartvigsen, T., Prescott, S., Bland, A., Hope, A., Haho, P. & Hannula, L. 2015. Towards identifying nurse educator competencies required for simulation-based learning: A systemised rapid review and synthesis. *Nurse education today*. [Electronic journal]. Vol. 35(11),1108-13. [Cited 15 Nov 2017].

Yuan, H.B., Williams, B.A., Fang, J.B. 2011. The contribution of high-fidelity simulation to nursing students' confidence and competence: a systematic review. *International nursing review*. [Electronic journal]. Vol. 59(1), 26–33. [Cited 15 Nov 2017]. Available at: <http://onlinelibrary.wiley.com/doi/10.1111/j.1466-7657.2011.00964.x/epdf>

Johanna Tarvainen

Developing Social and Health Care Curricula together - Caring Society (CASO): Building Communities, Social Inclusion and Health Development

Funding from Erasmus + KA2 for a common need

European Union funded Capacity-building projects in the field of higher education support the modernisation, accessibility and internationalisation of higher education in the EU partner countries. The projects aim to encourage cooperation between the EU and Partner Countries and support eligible Partner Countries in addressing challenges in the management and governance of their higher education institutions. This includes improving the quality of higher education, developing new and innovative education programmes, modernising higher education systems through reform policies as well as fostering cooperation across different regions of the world through joint initiatives. (Erasmus+ Key Action 2 2017).

CASO is a joint capacity-building project, which funding is meant for organisations to help improve curricula, governance, and the strengthening of relations between higher education systems. The joint programmes can include e.g. the elements of development,

testing and adaptation of curricula, courses, learning materials and tools, learning and teaching methodologies and pedagogical approaches, new forms of learning and providing education and training, mobility and open educational resources. (Erasmus+ Key Action 2 2017).

Good health is essential for a productive and fulfilling life. According to South African (SA) president. Mr. Jacob Zuma (Full Speech. 2016), and specifically building on a high quality caring capacity and promoting a healthy lifestyle is one of the principal priorities of the SA government to work on in the coming five years. However, there is a serious shortage of health – and social care professionals, which undermines the country's ability to improve health outcomes and the performance of health systems. In addition to the quantitative need for more training and education of the professionals, also curriculum alignment to better serve the local health needs, placements in community clinical settings and teaching of health advancing physical activity (HEPA) are urgently needed, as these aspects

are largely underdeveloped in SA. (CASO Project plan 2016).

CASO project's objectives are to develop and improve healthcare and wellbeing education, improve the position of patients by involving them in classroom settings, and promote healthy life styles and improve the competence level of health- and social care professionals by building a 45 ECTS common learning platform for the participating HEIs and working life's needs. (CASO Project plan 2016).

CASO consortium – practical oriented UAS and research universities building new knowledge together

The Caring Society consortium formed for CASO consists of six Higher Education Institutions (HEI). In addition to Lahti UAS, it includes the Dutch Avans University of Applied Sciences (coordinator of the project), Karel de Grote University of Applied Sciences based in Antwerp, Belgium, and three research universities from



Figure 1: CASO consortium member universities

South Africa: the University of Cape Town, the University of the Western Cape and the Cape Peninsula University of Technology.

The consortium partners complement each other's as the South African research universities have a strong focus and experience on high-quality research outputs and the European Universities of Applied Sciences (UAS) bring more practical and developmental knowledge on board. The European HEIs have ample knowledge and expertise on placing health- and social care learners in community clinical settings, teaching more basic healthy lifestyle and physical activity education and including local communities in health- and social care education and focus on strengthening the competence level and professional position of a health- and social care professional. In addition to the HEIs, CASO project also involves 12 associated partners in South Africa and Europe benefitting from the project's development actions and results.

Project programmes – the three pillars of CASO

The main idea of CASO is been built on three pillars: the Patient Partner Programme, the Health and Lifestyle Programme and the Care for the Caregiver Programme. (CASO Project plan 2016).

The purpose of the Patient Partner Project is to explore authentic, patient-centred ways of teaching and learning communication in health and welfare curricula. The concept of a 'patient partner' draws on existing Higher Educational programmes that utilise standardised and simulated patients, as well as on community-based programmes involving service users or peer support. Patient Partners are viewed as

'experts by experience' and this project creates opportunities for them to participate in the design and implementation of communication training in undergraduate health sciences curricula. However, it is not only the HEIs that benefit; the project also raises the social standing and dignity of patients and service users within their own communities. (CASO – Caring Society 2017).

This execution of this project will be primarily located at the University of Cape Town in South Africa. During the project, ten Patient Partners will be recruited from poor communities in and around Cape Town, representing the general socio-economic, cultural and language demographic profile of people who use public health services in South Africa. The partners will receive training and support from health science educators and project-affiliated non-governmental organisations (NGO). Outcomes over the project include; writing a comprehensive literature review report for the project; developing a sustainable patient partner programme; providing opportunities for student mobility and internationalisation, both from South Africa to the EU and vice versa; and building shared curricula and other inter-professional learning materials between South Africa and the EU. (CASO – Caring Society 2017).

The second pillar: Health and Lifestyle Programme promotes a physically active lifestyle among young people. More physical activity during classes, prevention and learning how to make healthy lifestyle choices are the focus areas of this programme. A 15 ECTS learning module will be created together with partner universities to meet the local challenges of unhealthy and sedentary lifestyles of children. The main goals of the module are to strengthen

health in the communities by capacitating future professionals to apply sustainable physical education and capacitating students to plan and implement health-promoting projects. (CASO – Caring Society 2017).

Promoting of Health-Enhancing Physical Activity (HEPA) is one of the core issues in this module. HEPA is any form of physical activity that benefits health and functional capacity without undue harm or risk. The Module consist of a literature review, needs assessment and blended learning module. The aim and end point of the module is a student exchange program for European students, working together with South African students and educators in South African primary schools, implementing health promotion through physical activity programs. (CASO – Caring Society 2017).

Care for the Caregiver, the final pillar, aims to provide healthcare professionals with further training and multidisciplinary professionalisation opportunities related to screening and rehabilitation of discharged hospital patients in their own homes. This program is built on four important topics; Evidence based Healthcare, Inter-professional collaboration in health- and social care, International Developments and Leadership development. (CASO – Caring Society 2017).

The main goal with Care for the Caregiver programme is to obtain a highly skilled leader in Social and Health Care field, who is trained on international and intercultural competences. By e-learning modules the programme works on core competencies of leadership, the focus being in well-being, stress reduction, self-care in all aspects as well as compassion for care. The care for the caregiver programme works towards the goal to give health- and social

care professionals tools to become a “caring leaders” who can manage and motivate others to improve social and health care in South African communities. In addition, a skilled caregiver stays motivated and finds joy in working in the field, where it is necessary to continually strengthen the professional competence level and the position. Altogether the three CASO pillars will form a 45 ECTS learning module for all the participating universities. (CASO project plan 2016).

CASO supporting Lahti UAS strategies

Lahti UAS supports the development of students’ international skills and strives to ensure that all students are prepared for roles for international and multicultural settings. The aim is to ensure that every graduate has the language skills and multicultural skills needed in future working life as well as the ability to understand and consider the effects and possibilities of internationalisation in their study fields. The main idea is that the development of students’ international competence is supported in many different ways, both in terms of content and methodology. (Lahti University of Applied Sciences. 2017).

With CASO project, Lahti UAS demonstrates its firm commitment to internationalization of education as this project allows the university to contribute to international knowledge development in social- and healthcare and the community as well as the internationalization of students and staff through short- and long-term student exchanges. In addition, through curriculum development CASO project supports Lahti UAS students’ international competencies and ensures that graduates are being offered

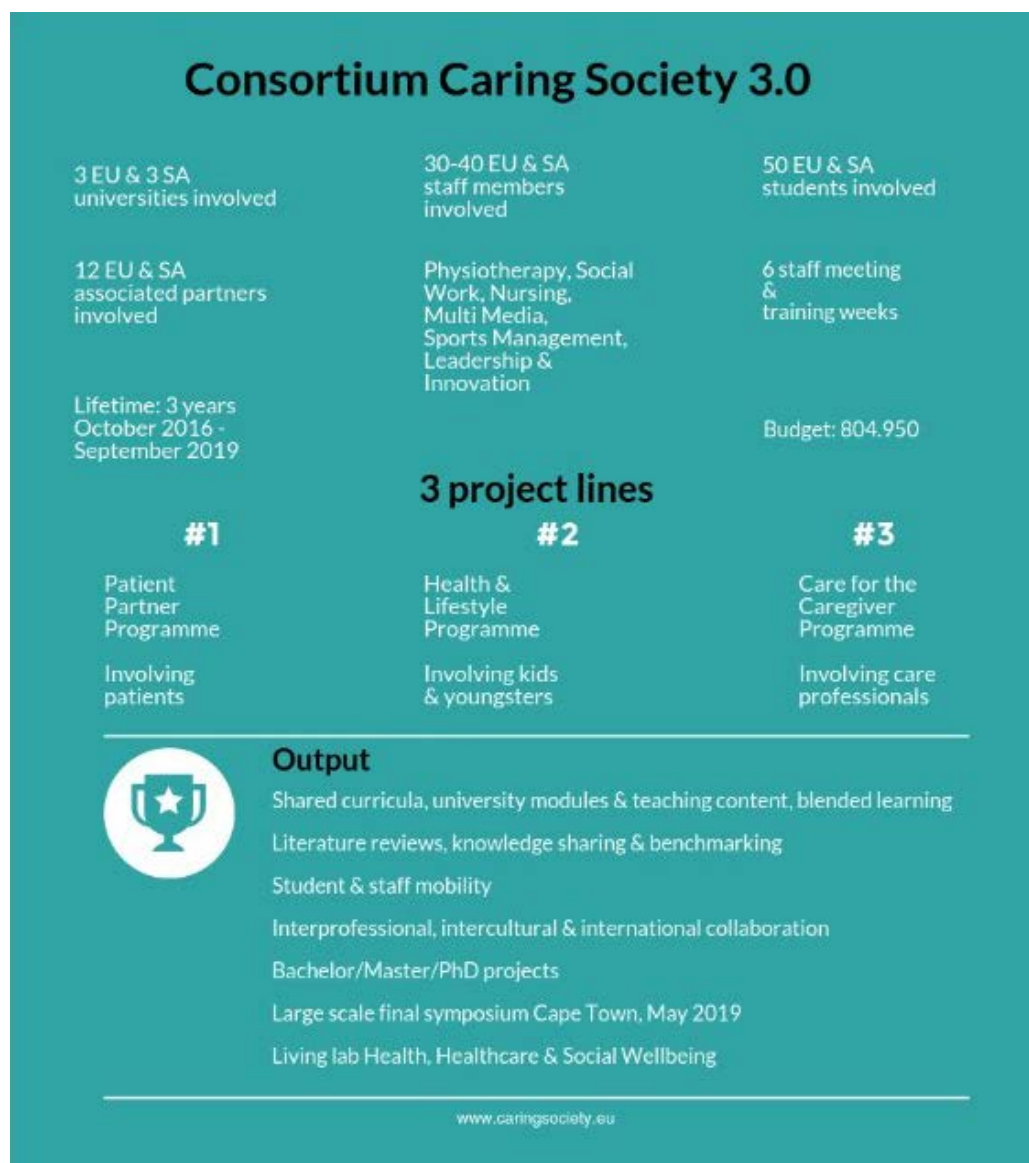


Figure 2: CASO in a nutshell

skills to work in an international and multicultural working environment. (Lahti University of Applied Sciences 2016).

Furthermore, CASO project links with the “Well-being and regenerative growth” research focus area where the key factors are inclusion, health, skills and employment. Learning and well-being provide the foundation for regional growth, promotion of entrepreneurship and the regeneration of organizations. In this focus area, regeneration of welfare services is based on a user-centered approach, the combination of various kinds of expertise and guidance which are supported through leadership, welfare technologies and service design. (Lahti University of Applied Sciences 2020.2016).

Up and running!

For the moment, all the national and international CASO teams are working actively and are committed to deliver high quality results as scheduled in the project proposal. During the first year’s life cycle of CASO, the consortium has already had three face-to-face staff project meetings: The kick-off meeting in Cape Town (South Africa) in October 2016, Breda project meeting in March 2017 in the Netherlands hosted by Avans UAS and Finland staff project meeting in Lahti in October 2017.

In addition to the staff meetings, 11 South African students have participated in two-week short term student mobility in European HEIs during the first project year. European students will have the short term study-abroad opportunity coming in February 2018 when 16 students participate in an intensive programme, which concentrates on healthy lifestyle choices and empowering South African communities.

During the first round of Europe-South

Africa long-term student mobility, 15 European HEI students will stay in South-Africa 2-5 months studying and having an opportunity for internships on the CASO project’s programmes: Healthy Lifestyle Programme, Care for the Caregiver Programme and Patient-Partner programme. The first 5 ECTS e-learning module in the Health and Lifestyle Programme will be launched and piloted in December 2018. The staff members are also enthusiastic after a year-long planning period to see concrete action in the modules developed so far. At the end of the project, in Autumn 2019, a CASO MOOC (Massive Online Open Course) of 45 ECTS will be available for all participating universities and for any other HEIs and working life partners interested and needing qualitative online material on health and wellbeing.



Figure 3: CASO staff meeting members at the Cape Town kick-off meeting in October 2016.

“Coming together is a beginning,
keeping together is progress,
working together is success”.

- Henry Ford-

References

CASO – Caring Society. [cited 6.Nov.2017]. Available at: www.caringsociety.eu.

Lahti University of Applied Sciences. Curriculum Rationale. 2017. [Online Document]. [cited 8.Nov.2017]. Available at: http://www.lamk.fi/english/degree-students/curriculum-rationale/Documents/LAMK%20OPS-perusteet_032017_EN.pdf.

EACEA. 2017. Erasmus+ - Key Action 2. Capacity building in the field of higher education. [cited 6.Nov.2017]. Available at: https://eacea.ec.europa.eu/erasmus-plus/actions/key-action-2-cooperation-for-innovation-and-exchange-good-practices/capacity-building-projects-in-field-higher-education_en.

Full Speech: State of the Nation Address 2016. News24. [cited 6 Nov 2017]. Available at: <https://www.news24.com/SouthAfrica/News/full-speech-state-of-the-nation-address-2016-20160211>.

Lahti University of Applied Sciences. 2016. Internationalization Programme 2016-2018. [cited 7.Nov.2017] Available at: http://www.lamk.fi/english/about/strategy/Documents/internationalisation_programme_16-18.pdf.

Lahti University of Applied Sciences .2015. Strategy 2020. [cited 6.Nov.2017]. Available at: <http://www.lamk.fi/english/about/strategy/Documents/lahti-uas-strategy-2020.pdf>

Unpublished references

CASO project plan. 2016. Caring Society: Building Communities, Social Inclusion and Health development. Detailed description of the project.

Sari Niemi & Marja Kiijärvi-Pihkala

The Voice of Good Working Life

In the Hyvän työelämän ääni (Voice of Good Working Life) project, a wide variety of approaches were used to develop occupational well-being and productivity at the individual, organisational and network levels. The two-and-half-year joint project, which was run by the Lahti and Häme Universities of Applied Sciences, ended in the early autumn of 2017. In this article, we will discuss the project's key operations, results and feedback.

Hectic working life and the daily needs of small enterprises

In today's world, working life is hectic, in constant flux and even chaotic. As the pace of change in working life accelerates, long-term planning and strategic development can easily become an obstacle to future progress. Businesses should increase the possibilities for employee participation in organisation development and favour experimental development methods when it comes to, for example, organising daily work routines and working approaches. This allows employees to function on a daily basis despite any changes taking place and, in turn, occupational well-being increases along with an increase in participation opportunities.

Development measures (e.g. those taken by UAS) are often aimed at large enterprises. The measurable targets, operating approaches, funding programme structures and other operational co-ordination of RDI projects at UAS

are usually better suited to larger enterprises, even though micro-enterprises and sole proprietors account for a significant share of the number of businesses. (Raappana & Niemi 2015).

The Voice of Good Working Life project carried out 85 different development projects, which focused on the occupational well-being and productivity of small working communities and sole proprietors. A key part of these projects was the development of working communities on their own merits, in co-operation with employees, UAS students and experts. The project trialled and developed several methods for developing working life, particularly within a small enterprise and UAS frame of reference. A 24/7 occupational well-being programme was created for sole proprietors. The programme took each entrepreneur's personal situation and needs into consideration. Short-term training and info-sessions were also held. During the project, feedback was gathered in a variety of ways from the project target group and students participating in the development work.

Concrete development measures

In an effort to support the occupational well-being and stress management of sole proprietors, the project developed its own operating model, which became the 24/7 occupational well-being programme. The programme was run four times during the project period, involving UAS students, experts and 36 entrepreneurs. Between each of its runs, the

programme was further fine-tuned based on the experiences gained and feedback. The 24/7 occupational well-being programme resulted in a process tailored to meet entrepreneur needs that aims to help participants chart their own strengths and weaknesses in occupational well-being. Participants are also given support in setting personal goals and achieving them. Firstbeat analytics, which is based on a heartbeat variability analysis, was also used in the project. The most important aspect of the analysis was found to be the personal feedback given to the entrepreneur regarding their results.

Participants in the 24/7 programme found it to be beneficial and supportive of their personal well-being. They said it provided them with information appropriate to their own situation. This included information on nutrition, stress management, recovery and exercise. Participants were especially satisfied with the fact that the analysis helped them to chart their own situation reliably and operations were planned based on the analyses. According to the feedback received, many of the participants made concrete changes to their work routines, such as giving greater thought to taking breaks. Participation in the programme showed that, even with minor adjustments, real change in coping at work could be achieved. Participants were prepared to recommend the programme to others, with some already having done so.

In particular, second-cycle UAS degree students were active in the occupational well-being projects for small working communities. The experiences students shared regarding their participation in the project include enthusiasm, a sense of importance and satisfaction in hands-on work (Kukkurainen 2017). The businesses involved with the project

stated that even minor measures taken had a positive impact on occupational well-being and operating approaches. Participative methods were employed in occupational well-being projects for small working communities. They strengthen key occupational well-being factors, such as participation, presenting one's own ideas and thoughts, and experiencing the feeling of being appreciated. The project organised an opportunity for workplaces to examine their occupational well-being matters together. (Kukkurainen & Niemi 2017). The use of participative methods also steered working communities to continue their development efforts independently, as can be seen in the feedback provided by the director of a small enterprise: "Thanks again for the session in May and the extremely good training you provided - we found it to be very useful. The whole package was very beneficial and got everyone motivated. We are now working on fine-tuning the internal processes created." It was possible to maintain the operating models developed in the project, continuing their use as part of second-cycle UAS education and training.

One of the project's outcomes is the Kompleksinen työelämä (Complex Working Life) training, which was held twice during the project. The developed training programme could be used to support occupational well-being and the performing of work, particularly managerial work, in a constantly changing, chaotic working life. The training helps participants see the complexity theory behind the chaotic playing field and understand various working life situations. A simulation method is used in training. Shorter simulation workshops were also held. A broader audience should develop a greater understanding of chaos and complexity.

This is why shorter orientation sessions are also needed. All in all, chaos simulations offer novelty value and the possibility of further development, which can be refined in the Simulation as a Tool to Develop the Work Community - project.

Network co-operation in working life development

The project accelerated network co-operation in regional working life development together with the Finnish Institute for Occupational Health (FIOH) Työterveyslaitoksen TyhyverkostoX – Työterveyttä, työturvallisuutta ja työhyvinvointia verkostoituen (Co-operation and competence network for promoting occupational health, safety and well-being at work) project and the Työelämä 2020 (Working Life 2020) project in the Häme regional network. Working life development in networks is a worthwhile endeavour because different workplaces are dealing with the same things and networks are a good way to share information, exchange experiences and work together. Development efforts are built upon open, facilitated working life developer gatherings. Between these gatherings, shared network activities were trialled, such as with an occupational well-being pop-up tour.

A document was also produced in co-operation with the project: Suosituksia työelämän kehittämisen alueellisten verkostojen rakenteista ja toimintatavoista (Lerssi-Uskelin, J., Törhönen, T., Järvensivu, T., Niemi, S., Järvinen, R. 2017). The recommendations given in the above document are intended to support the operation and co-operation of networks involved in working life development, the more effective utilisation of networks and

the development of more permanent network structures. Parties involved in The Finnish regional government, health and social services reform preparations as well as working life development can use these recommendations. The primary idea behind the recommendations is that developing such an extensive entity as working life requires flexibility and openness as well as networking and co-operation between networks based on mutual trust and commitment. (Lerssi-Uskelin et.al. 2017). What is also needed is co-ordination, which was established during this project. Developing network co-operation after the project continued through the Tyhy Network (a National Network on Well-being at Work at Finnish Workplaces managed by FIOH) of the Häme region, which was established during the project. Current and future working life development projects are also linked to network activities.

Conclusion

The Voice of Good Working Life is a diverse, broad-based ESF project, which dealt with all levels of working life, from the back rooms of the smallest businesses to drafting operational recommendations at the national level. The project was an excellent demonstration of how diversely the RDI activities and students of UAS, particularly those in the second cycle, can be utilised in working life development at several different levels.

The operating model descriptions of practices developed in the project can be found online at www.hyvantyöelamanaani.fi. The project's activities are also presented in Lamk Magazine: Hyvän työelämän theme issue 2017. (<http://urn.fi/URN:ISBN:978-951-827-269-7>)

References

Kukkurainen, M L & Niemi, S. 2017. Oppilaitosyhteistyössä toteutettu projekti hyödyttää yritystä. LAMK RDI Journal. [Online journal] [Cited 7 Nov 2017] Available: <http://www.lamkpub.fi/2017/09/19/oppilaitosyhteistyossa-toteutettu-projekti-hyodyttaa-yritysta/>

Kukkurainen, M L. 2017. YAMK-opiskelijoiden kokemuksia oppimisesta TKI-projektissa. LAMK RDI Journal. [Online journal]. [Cited 7 Nov 2017] Available: <http://www.lamkpub.fi/2017/09/25/yamk-opiskelijoiden-kokemuksia-oppimisesta-tki-projektissa/>

Lerssi-Uskelin, J., Törhönen, T., Järvensivu, T., Niemi, S., Järvinen, R. 2017. Suosituksia työelämän kehittämisen alueellisten verkostojen rakenteista. Helsinki: National Institute for Health and Welfare [Online journal]. [Cited 7 Nov 2017] Available: <http://urn.fi/URN:ISBN 978-952-261-737-8> (pdf)

Raappana, A. & Niemi, S. 2015. Pienyritysten työhyvinvoinnin ja liiketoiminnan kehittäminen osana ammattikorkeakoulun verkostoja – toimintaa, tuloksia ja kehittämiskohteita. Verkkolehti Lahtinen. Lahti University of Applied Sciences [Online journal] [Cited 7 Nov 2017] Available: <http://lahtinen.lamk.fi/?p=1038>

Ilkka Väänänen & Paula Harmokivi-Saloranta

Working capacity and productivity training

In future workplaces, it will be vital to understand the importance of occupational well-being and health to productivity, working community success and dealing with changes (National Working Life Development Strategy to 2020, 18). According to a study done by Ravantti and Pääkkönen (2012), the benefits of occupational well-being at the individual and national level are well known, but occupational well-being is rarely associated with matters concerning a business' finances. This ESF-funded Operating Model on Working Capacity and Productivity Training (TTV) project is based on the key points of the Päijät-Häme regional programme and strives to increase the understanding of employees and managers regarding the link between working capacity and productivity as well as develop both of these simultaneously in organisations participating in the project.

The TTV project focuses on the mechanical engineering and metals industry, which is Finland's largest industrial export sector and employer (Kauppinen et al. 2013, 180). There are over 200 metals industry operators in Päijät-Häme (Statistics Finland), most of these are SMEs. The sector is male-dominated, with men accounting for over 80% of the workforce (Saviluoto 2012, 7). The work also requires muscle power, and involves repetitive movements and difficult working positions (Kauppinen et al. 2013, 180). Unhealthy habits,

particularly a lack of physical activity, is one of the most significant factors in reducing the functional capacity and health of working-age population. Such habits lead easily to shorter working careers and reduced working capacity (Husman & Liira 2010, 199). According to the Work and Health in Finland 2012 review, unhealthy habits, especially among men, such as lack of physical activity and smoking, are linked to poor rates of work recovery (Kauppinen et al. 2013, 123). Nearly one out of every five working-age people fail to get any regular exercise and only one out of every ten meets the recommendations for health exercise (Helakorpi et al. 2010, 183). According to a Finnish Metalworkers' Union member survey conducted in 2011, a majority of employees feel that their work pace has accelerated in recent years and considers their job quite physically and mentally demanding (Saviluoto 2012, 6). Based on Joe Finn (SuomiMies) fitness tests, less than half of all men over 50 years of age have the endurance needed to perform medium-duty work (Heiskanen et al. 2012). This is supported by the 2012 interview survey, which found that, of the people who felt their work was quite or very demanding, 66% rated their physical working capacity as being good. Correspondingly, of the people who felt their work was physically easy, a majority (89%) rated their physical working capacity as being good. In

addition to this, disabilities in men 50-64 years of age resulting from musculoskeletal disorders in physically demanding professions were up to 14 times more likely to occur than in low-risk professions. (Kauppinen et al. 2013, 98, 104.)

According to the Finnish Metalworkers' Union member survey, employees felt that opportunities for having a say in their own work had decreased and there was less co-operation between employers and employees (Saviluoto 2012, 6). A decrease in an employee's ability to influence their own work can have an adverse impact on the employee's commitment to the job and work productivity. Improving work productivity requires measures in which employees are able to independently solve issues and come up with approaches to develop practices that enhance the performance of individuals, the working community and the organisation as a whole. One of the focus areas of the National Working Life Development Strategy to 2020 (2012) is promoting employee exercise, health and working capacity. The Päijät-Häme regional programme also emphasises developing the occupational well-being of working communities by promoting health exercise. This project strives to promote the health and functional capacity of individuals, particularly by finding new operating approaches for employee exercise. One of the objectives of the Päijät-Häme regional programme is to implement new types of user-oriented services and operating models. In user-oriented service models, users actively participate in development work. In the TTV project, metalworking company employees participate in developing working capacity and, in particular, exercise opportunities that promote it at their own workplaces. By doing this, the project serves to strengthen the employees' self-

management skills.

The TTV project was co-ordinated by the Lahti University of Applied Sciences (Lahti UAS), Lahti Region Educational Consortium, Salpaus Further Education and Päijät-Häme Regional Sport Association (Päijät-Hämeen Liikunta ja Urheilu, PHLU), using the specialised expertise of each partner. The Häme regional office of the Finnish Metalworkers' Union was also involved in co-ordination of the project. The recruitment of businesses begun during the preparation phase. At present, Halton Marine Oy, Orima Tuote Oy, Oilon Oy and Anstar Oy have been involved in the TTV project. Lahti UAS has planned personal health and physical working capacity analyses related to coaching, workplace-specific diagnostic reports and support functions for managing working capacity.

Expertise gained by the partners in earlier projects was also utilised in the TTV project. In the Lahti UAS-co-ordinated Liikkumalla työmarkkinoille (Fit for the labour market) project, it was found that the occupational well-being of employees was most typically promoted in large enterprises, whereas SMEs were typically challenged by a lack of knowledge and expertise in health exercise as well as a lack of human and time resources. The fact that employees who were already physically active most often availed themselves of the exercise services offered by businesses was also seen as a challenge. Consequently, service offerings and information should be directed specifically at employees who are less physically active. In the TTV project, an effort is being made to ensure that employees with health challenges or who are physically inactive play an active role in planning activities. This will support their commitment to the change process and ensure

that the types of activities being established at the workplace will be meaningful to them.

A number of measures aimed at increasing working community exercise have been taken and occupational well-being management has been promoted at workplaces. Earlier projects have, however, dealt relatively little with the impact that individual well-being and working capacity has on a business' productivity. This project examines what an employee means to an organisation's productivity and how the employee can influence this. The operating model being developed in the TTV project aims to effect permanent changes both in individual exercise habits and organisational practices, with the goal being to improve working capacity and increase business productivity. In order for this to happen, an intervention must be simultaneously carried out at the individual, working community and organisational level. Some pilot projects have jointly developed working community exercise programmes, which have focused especially on reducing the amount of time spent sitting. However, this particular issue does not apply to the target group of this project. Compared to earlier working community exercise development projects, this project places a specific emphasis on employee self-management in comparison with working capacity management.

People who are already physically active tend to participate in working community exercise and use exercise and health services more than others. In this project, people with health-related risk factors and who do not get enough exercise are enlisted through a facilitation process to participate in planning the changes that aim to improve working capacity. In order to achieve these changes, the working

community is facilitated to work together on its own merits and define its own objectives and approaches. The basis for change is the actual situation of the employees and business, which is examined in a diagnostic report. Thus, no ready-made models are given to the workplace - the working community must build new operating models for each organisation.

Target groups

The project is targeted at Päijät-Häme SMEs operating in the metals industry. The target group is metals industry employees working the above-mentioned SMEs, as individuals, a working community and an organisation (management, structures, shop stewards, occupational safety representatives). The project measures are especially intended for male-dominated sectors, where the work is physically demanding and a large percentage of the employees are middle-aged or older. Improving health and functional capacity has a positive impact on one's ability to cope on the job and during free time. The employee's friends and family benefit indirectly from the change. An improved working capacity prevents disabilities and lifestyle diseases caused by musculoskeletal disorders as well as increases the retirement age. These are important to the individual's future, but they also have an impact on the national economy along with improvements in productivity.

Objectives

The objective of the Operating Model on Working Capacity and Productivity Training (TTV) project is to develop and pilot an operating model, which can be used by organisations to improve productivity by promoting employee health, physical working capacity and self-management

skills as well as by supporting working capacity management within the organisation. At the end of the project, the TTV operating model will be described and available for use in new organisations. In the operating model description, attention has been given to what is specific to the metals industry and what can be more generally used.

At the individual level, the operating model has increased the health and physical working capacity of employees, self-management skills have been improved and exercise activity has increased. At the organisational level, knowledge and skills regarding the importance of working capacity to business profitability have increased and organisational targets and practices serve to promote employee working capacity. At the working community level, the organisation is using new and/or changed operating approaches, which promote employee working capacity over the long term, also in the future. When the operating model developed and piloted in the project is completed, it can be used in other organisations. Any good practices resulting from the model can also be used by developers of working community exercise programmes.

References

- Heiskanen, J., Komulainen, J., Kulmala, J., Malvela, M., Oksanen, H., Suutari, A. & Väisänen, K. 2012. SuomiMies seikkailee –rakkakiertueen 2011 kuntotestien tulokset. [Online document] [Cited 8 Nov 2017]. LIKES Research Reports on Physical Activity and Health 254. Available: http://www.suomimies.fi/filebank/611-SuomiMies_tulosraportti_netti.pdf
- Helakorpi, S., Laitalainen, E. & Uutela, A. 2010. Suomalaisen aikuisväestön terveyskäyttäytyminen ja terveys, kevät 2009. [Online document]. [Cited 8 Nov 2017]. Helsinki: National Institute for Health and Welfare (THL). THL - Report 7/2010. Available at: <http://www.julkari.fi/bitstream/handle/10024/80291/ce5ee5c1-6df4-44c2-bcd7-c3b735019570.pdf?sequence=1>
- Husman, P. & Liira, J. 2010. Työpaikka terveyden edistämisen areenana. Authors: Martimo, K-P., Antti-Poika, M. & Uitti, J. (edit.) Työstä terveyttä. Helsinki: Duodecim. 196-203.
- Kauppinen, T., Mattila-Holappa, P., Perkiö-Mäkelä, M., Saalo, A., Toikkanen, J., Tuomivaara, S., Uksulainen, S., Viluksela, M. & Virtanen, S. (edit.) 2013. Työ ja terveys Suomessa 2012. Seurantatietoa työoloista ja työhyvinvoinnista. [Online document] [Cited 8 Nov 2017]. National Institute for Health and Welfare, Helsinki. Available: <https://www.ttl.fi/wp-content/uploads/2016/11/tyo-ja-terveys-suomessa-2012.pdf>
- National Working Life Development Strategy to 2020. 2012. [Online document] [Cited 8 Nov 2017]. Available: http://www.tyoelama2020.fi/files/104/Strategy_2020.pdf
- Ravanti, E. & Pääkkönen, R. 2012. Työhyvinvoinnin tilannekuva. Selvitys 15 työpaikan työhyvinvoinnin näkemyksistä – Työnantajan nykyiset tiedot ja taidot toimintaa. [Online document] [Cited 8 Nov 2017]. National Institute for Health and Welfare; Tampere. Available: http://www.julkari.fi/bitstream/handle/10024/131698/Tyohyvinvoinnin_tilannekuva.pdf?sequence=1
- Saviluoto, J. 2012. Peli kovenee, odotukset kasvavat. Metallityöväen liiton jäsenkyselyn 2011 perusraportti. [Online document] [Cited 8 Nov 2017]. Available: https://www.metalliliitto.fi/c/document_library/get_file?uuid=fd42f64e-dfd2-4738-b9b2-ba68b6301694&groupId=10137
- Statistics Finland. Statistics Finland's PX-Web databases, Enterprises, Regional statistics on entrepreneurial activity, Establishments by industry and region 2013-2016. [Online document] [Cited 12 Jan 2018]. Available: http://pxnet2.stat.fi/PXWeb/pxweb/fi/StatFin/StatFin__yri__alyr/statfin_alyr_pxt_002.px/?rxid=d7740536-3b18-4990-92f7-52598beda3d1

Well-being and Regenerative Growth is one of the strategic focus areas of Lahti University of Applied Sciences (Lahti UAS). The Well-being and Regenerative Growth Annual Review 2017 includes fourteen articles written by well-being experts from the Faculty of Social and Health Care, the Faculty of Technology and the Faculty of Business and Hospitality Management of Lahti University of Applied Sciences. This review shows examples of interesting research and development projects, which recently have or are being carried out in the field of Well-being. It seeks to activate discussions on the multifaceted issues related to well-being and health promotion. In addition, it also aims to disseminate the results of the research and development projects and to increase communication between Lahti UAS and its partner universities, companies and other stakeholders.

LAMK

Lahden ammattikorkeakoulu
Lahti University of Applied Sciences



THE REGIONAL COUNCIL OF PÄIJÄT-HÄME

Leverage from
the EU
2014–2020



The European Agricultural
Fund for Rural Development
Europe investing in rural areas



European Union
European Regional
Development Fund
European Social Fund

The Publication Series of Lahti University of Applied Sciences, part 35

ISSN 2342-7507 (PDF)

ISSN 2342-7493 (print)

ISBN 978-951-827-280-2 (PDF)

ISBN 978-951-827-281-9 (print)